5-29-2007

Declaration Submitting All Excerpts from Bergeson Deposition Relied on by Any Party ["Complete Bergeson Tpt. Dec."] 07-2-02323-2-20

SUPERIOR COURT OF WASHINGTON FOR KING COUNTY

MATHEW & STEPHANIE MCCLEARY, on their own behalf and on behalf of KELSEY & CARTER MCCLEARY; ROBERT & PATTY VENEMA, on their own behalf and on behalf of HALIE & ROBBIE VENEMA; and NETWORK FOR EXCELLENCE IN WASHINGTON SCHOOLS ("**NEWS**"),

Petitioners,

v.

STATE OF WASHINGTON,

Respondent.

Honorable Paris K. Kallas
Hearing Date:
9:00 a.m., June 1, 2007

No. 07-2-02323-2 SEA

DECLARATION SUBMITTING ALL EXCERPTS FROM **BERGESON DEPOSITION** RELIED ON BY ANY PARTY

["Complete Bergeson Tpt. Dec."]

RAMSEY RAMERMAN declares as follows:

I am one of the attorneys for the petitioners in this action. As such, I have personal knowledge of the facts stated below and am competent to testify to those facts:

The Petitioners and the Respondent State have relied on portions of the Deposition of Washington State Superintendent of Public Instruction Terry Bergeson. For the Court's convenience, all of the deposition transcript pages submitted by the State with its opposition brief and all of the deposition transcript excerpts relied by the Petitioners in their opening brief and reply are attached (along with the corresponding deposition exhibits) so this Court has all portions of the deposition transcript in one exhibit. I declare under penalty of perjury under the laws of the state of Washington that the foregoing is true and correct.

EXECUTED at Seattle, Washington this 29th day of May, 2007.

Ramsey Ramerman

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Original

SUPERIOR COURT OF WASHINGTON FOR KING COUNTY

MATHEW & STEPHANIE McCLEARY,)
on their own behalf and on)
behalf of KELSEY & CARTER)
McCLEARY, their two children)
in Washington's public) No. 07-2-02323-2SEA
schools; et al.,)
Petitioners,)
vs.)
STATE OF WASHINGTON,)
Respondent.)

DEPOSITION UPON ORAL EXAMINATION

OF

TERRY BERGESON

2:05 p.m.

February 21, 2007

Old Capitol Building

Olympia, Washington

Margaret Walkky, CCR, RPR, RMR, CRR

Court Reporter, License No. 2540

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Q. Are you represented by an attorney today?
A. Yes (indicating).
Q. You indicated Mr. Clark?
A. Yes, Mr. Clark.
Q. Have you talked to Mr. Clark about this deposition?
A. Yes, I have.

Q. And your current position is as Superintendent of Public Instruction, correct?

A. Yes, it is.

Q. And under Article III, Section 22 of our state constitution, it says that the Superintendent of Public Instruction shall have supervision over all matters pertaining to public schools. You're aware of that provision?

A. Yes, I am.

Q. This is your third term as Superintendent of Public Instruction?

A. Yes.

Q. And would it be fair to say that given Article III, Section 22, that you are the state's chief education official?

A. Yes, it would.

Q. Could you explain to me why you believe stable funding is important?

A. Well, particularly with the learning goals that we have in our state, and before we had those goals actually, the districts need some continuity. They need to know that there's a source of funding that's going to be coming on a regular basis so that they can make plans to retain the staff they have,

recruit new staff as needed. There's to be some revenue stream that they can depend on from year to year to be able to maintain their educational system or the kids get hurt.

Q. In your experience as Superintendent of Public of Instruction now for three terms, are you aware of any other state constitution that has a stronger education mandate than Washington's?

MR. CLARK: Object to the form of the question.

MR. AHEARNE: She either is aware of it or she isn't.

A. I'm not aware of one that has a stronger mandate in it for education.

Q. And so sitting here today, and I understand that we've made great progress in this state, but sitting here today, do you believe that all

children in our state receive the education that's described on Exhibit-2?

A. Well, I really have no way individually of knowing the answer to that, Tom, but I think that there are -- when I look at the academic results, just by themselves, whether they have the opportunity to or they don't, there are kids that are not reading well enough or doing math well enough to be able to participate in that marketplace. So the answer in terms of the data is, we haven't accomplished this goal.

(Exhibit-4 marked.)

Q. Just I just want to make sure my references are clear. On Exhibit-3, what's referred to as the Basic Education Act of 1993 is in fact the act which is Exhibit-4?

A. Yes.

Q. House Bill 1209?

A. Right.

Q. And when the website says, "The Essential Academic Requirements (EALRs) for all content areas were initially developed beginning with the Basic Education Act of 1993," or Exhibit-4 here, could you explain how they were developed from House Bill 1209?

A. Yes, I could. In House Bill 1209 are four learning goals and a preamble about responsible citizenship, that kids should have the opportunity to

become responsible citizens and prepare themselves for their own economic well-being and their communities, and live productive and satisfying lives.

Then there are four learning goals that deal with read with comprehension, write with skill, communicate effectively and accurately in a variety of settings; and there are goals about the disciplines, to be able to know and apply the disciplines in mathematics and science, the social sciences, health and fitness, and the arts; and there's a thinking skill goal; and there's a goal that states that kids should see the connection between their efforts in school, and their future learning and career opportunities.

Those four goals were the drivers. The Commission on Student Learning was put together to break those goals down and look at what would be the Essential Academic Learning Requirements in reading, in writing and communications, and all of the core areas, and that those Essential Academic Learning Requirements should encompass the thinking skills and the application of knowledge.

So the Commission on Student Learning, of which I was the executive director, when we began this process, we brought hundreds and hundreds of people together from around the state and we developed the

Essential Academic Learning Requirements and we benchmarked them at grades four, seven and ten, and they were approved by the commission after an extensive input from educators and business and community leaders, and they are what is represented in Exhibit-3. There may be, Tom, some modification to some language in this, but these are the basic documents.

Q. When you say "some modification to some language in this," are you referring to the language in EALRs which is attached 1 through 8?

A. 1 through 8, right. So there may be minor changes in those, but I would assume, I don't know what the date of this document is, but if it's up to date, they should be --

Q. The printout should be in the lower right-hand corner.

A. It says 2-20-2007, would be when you printed it out, so I assume these are accurate. There may be some revision that's been made in the last couple of years that doesn't show up in this, but I doubt it. I would assume they would be accurate. So they were derived from the learning goals that are in this law.

Q. Just so we're real clear, those learning

goals would be if you look at page 2, what's numbered at page 2 at the bottom, and 3, there's a Section 101 of the Act, those four are goals that you are talked about?

A. Yes.

(Exhibit-5 marked.)

Q. If I ask you then to look at page 4, I see there's a green issue box that says, "Four learning goals." It says, "All students should be able to:

"1. Read with comprehension, write with skill and communicate effectively;

"2. Know and apply core concepts and

principles of mathematics, science, social science, the arts, health and fitness;

"3. Think analytically, logically and creatively, using experience and knowledge to make reasoned judgments and solve problems;

"4. Understand the importance of work and how performance, effort and decisions affect future career and educational opportunities."

Do you see that?

A. Uh-huh, yes.

Q. Now, where did those four statements of what all students should be able to do, where did those come from?

A. This came from Engrossed Substitute House Bill 1209, Exhibit-4.

Q. And why are those important?

A. Because they are the drivers of our learning standards, and that's what we assess and that's what we're trying to have kids accomplish as the core set of skills for every student in the State of Washington.

Q. When you say "the drivers," would another way of saying that would be these are the substantive content to drive what we're trying to accomplish with the EALRs in our education in this state?

A. Yes. The EALRs were, "Read with comprehension" out of goal 1 was literally broken down into Essential Academic Learning Requirements about reading to get at reading comprehension, and benchmarked it fourth, seventh and tenth grade. And writing the same thing, and communication was both listening and speaking. The math standards, the science standards, the social studies standards, all eight areas. And the third goal about thinking skills we built the thinking -- when we designed these standards, we built the ability to think and apply into all of the reading and the writing and math and the arts standards.

Q. I don't know if the court reporter picked up the first part of your answer, but to my question of whether these are the substantive content of what drives education in our state, is that correct?

A. Yes, that's correct. Districts have many other things they teach, but this is the core that everybody is expected to teach.

Q. If I can ask you to turn to the top of page 14, where your report says, "The Basic Education Act was amended to replace instructional content requirements by grade with the new EALRs," the EALRs that you're referring to here are the EALRs that are in Exhibit-3?

A. Yes, they would be Exhibit-3.

Q. If we can turn back to those EALRs for a second, moving on in the topics, I'm handing you a two-page document that was printed from the website called, "Dream Big, Work Hard, Live the dream," and on the first page about halfway down, it has several paragraphs that begin, "Essential Academic Learning Requirements." It states that they are to specify the skills and knowledge and core subjects that all students are expected to master as they move through Washington's public schools. Do you see that?

A. Yes.

Q. Is that an aspirational expectation or is this something that the State of Washington actually does expect all students to master these skills as they move through Washington's public schools?

A. I think it's an aspirational target, but

it's also an expectation we measure. So it's more than just thought. It's an expectation.

Q. And this is actually when several of, I've noticed, several people talk about moving to a standards-based education system, are these EALRs and the skills and knowledge in core subject areas that all students are expected to master, are these the standards in our state?

A. These would be the standards today, yes. Today they would be even more specific because they're down to the grade level. But for purposes of all of this, it still refers back to the Essential Academic Learning Requirements.

Q. On the second page of that exhibit, it talks about the Washington Assessment of Student Learning. That's what's referred to as the WASL, correct?

A. Correct.

Q. It talks about its purpose being to measure the fundamental skills, writing, reading, identified in the Essential Academic Learning Requirements. Is that the purpose of the WASL?

A. Yes.

Q. And it also stated that the WASL is one of the most rigorous and reliable assessments of student

achievement in the country. Is that true?

A. Yes, it is.

(Exhibit-6 marked.)

Q. Could you please identify what Exhibit-6 is?

A. Exhibit-6 is the final report of Washington Learns.

Q. I notice it's got a Washington Learns has a wa.gov email address.

A. Uh-huh.

Q. Was Washington Learns, as far as your experience, serving as part of the state government in performing this study?

A. I would assume. The legislature passed the legislation to set up the study, the governor was

the chair of the group, and OFM was directed to staff it. So in that sense, it was Washington State.

Q. So the record is clear, OFM is the Office of Financial Management; is that correct?

A. Yes, that's correct.

Q. If I can ask you to turn to page 4, please, and I'll just point to it here above your picture there.

A. Yes.

Q. Where it says, "Washington has a constitutional duty to provide a basic education for all children from kindergarten through twelfth grade," is that your understanding of the scope of Washington's constitutional duty?

A. Yes.

Q. That's from Section 1 of Article IX?

A. I believe so.

Q. The "paramount duty" clause?

A. It's the "paramount duty" clause, yes.

Q. And second bullet down it says, "Only 74

percent of ninth graders graduate from high school with their peers."

Is that true?

A. Well, it's 76 percent now, but that was probably true at the beginning of. We've improved our graduation rate, but that was probably true at the initiation of this study.

Q. The next bullet where it says, "Only 60 percent of black and Hispanic students graduate from high school with their peers," is that true?

A. I'm not absolutely sure, but I believe that's true, would be very close.

Q. Do you believe that too many students in our state never obtain a high school diploma?

A. Yes, I do believe that.

Q. From your experience as the state's chief education official, do you believe that state funds amply provide for the education of our state's public high school students today?

A. You want to ask me that one again?

Q. Sure. From your experience as the state's chief education official, do you believe that state funds amply provide for the education of our state's public high school students today?

A. No, I don't.

report, bottom right-hand side, the last paragraph where it says, "Our students are falling behind other states and nations," do you see that?

A. Yes, I do.

Q. Could you explain to me what your understanding is of "are falling behind other states and nations"? How are we falling behind, is my question?

A. My data tells me that in the State of Washington, we are gaining on the other states in the nation. So the data that I would use from my work is we are in the top tier on the national assessment of educational progress. We used to be in the middle. We're up in the top four in the nation tied with several other states, but we're certainly not falling behind.

We as a nation have been behind. I have no data on Washington kids as it relates to other nations, but our nation in the international math and science reports, we're in great shape in the fourth grade, we're in the middle of the pack in the seventh, and we're in the bottom of the pack in the probably the twelfth grade, is when they would be looking at it in TIMSS and PISA, which is the other international benchmarking exam that we don't fare well at the high

school level.

Q. These --

A. I don't think we're getting better.

Q. And the kind of data we're talking about here, these are tests other than tests against Washington's EALRs; is that correct?

A. Yes, this would be the SAT where we've been the top state in the nation for three years in a row of states that have lots of kids taking the test.

Q. To flaunt my ignorance, is that data based on kids that do take the SAT, the ones in Washington do relatively well?

A. Yeah, it's the -- we have about 70 percent of our kids that take the SAT, which is a very large number. And we're first in the nation for the states that have more than half of the kids taking the test.

We're third in the nation on the American College Tests and we only have about 11,000 kids that take those tests. They're our more elite kids and we're at the top. My picture of falling behind would not agree with this.

Q. So our record is clear, the ACT, that would be the American College Test?

A. ACT, college placement test.

Q. On page 17, "Our students are falling

behind other states and nations," you disagree with that?

A. I would disagree with that, yes.

Q. I'd like to talk about the WASL scores for just a little bit. My understanding is that only 35 percent of tenth graders passed the science WASL this last year. Is that --

A. That's probably correct. It might be closer to 36, but --

Q. In the neighborhood of 35?

A. In the neighborhood of 35, not a happy number.

Q. In the neighborhood of 51 percent tenth graders passed the math WASL?

A. 58 percent now.

Q. It's 58 for, is that 2007 as opposed to 2006?

A. No, 2006 with the retakes that we had in this fall, we have 58 percent of the kids have met the math standard.

Q. Handing you a two-page document, one of which is the page with some charts on it, it's from a Student Success 2005 presentation.

A. Right.

Q. Could you explain to me briefly what the

winter conference, so that's why the date of 2007 is on it.

Q. I'm noticing in the copy I handed you, it's not clear. So folding over the page so you don't see my chicken scratching and then start getting mad at me for never learning penmanship, I'll just show you my copy. You'll see that at the bottom there are some darker numbers?

A. Right, yes.

Q. Explain to me what those are.

A. Yeah, this is in grades 3, 5, 6 and 8, this is the first time we ever tested those kids on the WASL.

Q. All right.

A. And that was the initial score, the initial, not the score, but the initial percent of kids that met the standard in math.

Q. Okay.

A. These were 4, 7 and 10 where we've had the benchmarks for years, and the darker portion is where we started in grade 4, that would have been 1997, '98 for grade 7, and '99 for grade 10. Those were the percent of kids who met the standard then. These are the percent who met them this year.

So what I was comparing in this slide, it

A. On the WASL, our state test, we have four levels. Level 3 is meeting the standard. Level 4 exceeds it. Level 1 really a below basic standard, would be a way to describe it, and level 2 is a basic standard. It's improving proficiency but not there.

Q. If I can interrupt you for a second, when you say "the standard," you're talking about the EALRs that were developed under the House Bill 1209?

A. Right, the EALRs would be considered content standards and are the levels of the performance standards on the EALRs. So if this test is in this case measuring reading, it would be a performance level or reading comprehension that we would consider being proficient or meeting our state standard.

Q. I notice that with respect to reading, it says that for level 1 and level 2, you've got 37 percent, 26 percent, which if my math is right, adds up to 63 percent?

A. Correct.

Q. So does that mean, just so I understand this correctly, is this showing that 63 percent of African-American males did not pass the reading WASL?

A. That is correct.

Q. And during the --

A. In 2005.

Q. 2005.

And for the same, doing the same math for the math WASL, it shows 84 percent of African-American males did not pass the WASL?

A. In mathematics, that's correct.

Q. Turning to the one slide that I have attached here, it starts, "But we're still facing challenges." The first bullet says, "Thousands of students still not earning a diploma backed by skills they need to succeed." This was in January of 2006, correct?

A. This was in January of 2006.

Q. Do you believe that's still true today?

A. What is it now, February of 2007? Fewer thousands, but thousands, yes.

Q. And then the last point is, "Struggling students are disproportionately ethnic students or low income students." Does that continue to be true today?

A. That continues to be true.

Q. When you say "our goals," do you mean those four substantive content drivers we talked about from House Bill 1209 and then the eight EALRs?

A. For all the kids in our state to be able to be successful in those, we haven't made it yet.

Q. So I'm clear, the "those" you're referring to are those four substantive content drivers from House Bill 1209 and then the eight EALRs?

A. Yes.

Q. If I can ask you to go back to the Washington Learns report for a second, please.

A. Are these both --

Q. If I can ask you to go to page 5, please,

this is the page where it says, "Right now," and then it lists several bullets about Washington. Right above the section heading that says "Our Mission," it says, "These facts cannot be ignored. Education is the key to success in the global economy, and our education system is not preparing our students to compete."

Do you see that?

A. Uh-huh.

Q. Is this one of the statements you agree with or disagree with, "our education system is not preparing our students to compete"?

A. No, I really don't agree with that. I believe that the structure that we've set up, the standards that we have, the support systems that we're providing and that the districts are providing, is that we really are preparing kids on the right standards to compete in a global marketplace. Whether they're all yet able to compete may be a different issue, but I don't agree. I don't know, I can agree and disagree with the statement, but I think we are making --

Q. Significant progress?

A. -- great significant progress and we're doing the right things to make this happen.

Q. You can say you can agree or disagree with the statements. In which ways do you agree with it

that we're not today adequately preparing our students to compete?

A. We may not be moving fast enough. I don't know how to judge that, Tom. In my mind, we're not there with every kid. We're a lot closer today than we ever were in the history of this state, but the world's moving very fast so we have to find ways to accelerate our progress.

Q. So if I understand you correctly, what you're saying is we're making good progress, we're moving in the right direction, but we're not there yet?

A. Yes. I think the Washington Learns effort to look at the whole system from early learning through K-1 and to higher education is very much the right direction to go, because 10 years ago we weren't paying enough attention to preschool and we weren't accountable for results.

Q. Another slide from the Student Success 2005 presentation. It's talking about Washington Learns. The bullet talks about the study. At the first dash it says, "To determine the level of funding, to improve student achievement."

Was it your understanding from being on the Washington Learns steering committee, that one of the purposes was to determine the level of funding to improve student achievement?

A. Yeah, it was to take a look at the funding system that we have, was it adequate, how would we

improve it, and also policy-wise what could we do better to spend the money we have smarter so that when we invested additional money, it was going to be invested in an area that would help us be successful in our goals.

Q. We're talking about determining levels of funding. I'll hand you an RFP. It talks about, it being an RFP under the Washington Learns legislation --

A. Could you give me a minute to just read through it?

Q. Oh, sure.

A. It's been a while since I've seen this.

(Exhibit-8 marked.)

Q. I've had this marked as an exhibit, same document. Handing you what's been marked as Exhibit-8, can you identify what that is?

A. It's RFP number 06-800, "K-12 funding analysis for Washington State."

Q. You've seen this document before today?

A. Yes, I have.

Q. At the very start of the document it states. "Scope of Work. As part of its requirements under the Washington Learns legislation, E2SSB 5441, the AGENCY, wishes to contract for an efficiency and adequacy analysis of Washington State's K-12 finance system."

Do you see that?

A. Uh-huh, yes.

Q. What's your understanding of who "the AGENCY" is here?

A. "The AGENCY" is the Office of Financial

Management.

Q. Was this then used by the Washington Learns group report, the efficiency and adequacy analysis that was done?

A. The analysis, yes, it was.

Q. Do you know what agency evaluated the responses that came in for this RFP?

A. There was a team of people who evaluated

the respondents. Basically OFM was in charge of the process, though.

Q. What's your understanding of what an efficiency and adequacy analysis is?

A. My understanding would be, and it's kind of explicated in the RFP itself, it's looking for a smart way to, an effective, efficient way to fund the system, and then the level of funding that would be adequate for the system. It's both how it gets funded and how much.

Q. When you said "the system," you mean the state's K-12 system?

A. The K-12 system.

Q. Who was the consultant that was hired pursuant to this RFP?

A. Picus and Odden, Allan Odden and Larry Picus.

Q. To put it in simple terms that don't use allocation and education terms that you deal with all

the time, but is it fair to say that the Picus recommendations or model would result in significantly more state funding for the public schools?

A. Yes, I'd say that would be the case.

Q. On the Washington Learns report itself, does it develop recommendations about how the state can best provide stable funding for student learning?

A. No, because they didn't go into the report. The report doesn't go into revenue sources that could be sustained. I don't think the issue of stability was directly addressed by the report.

Q. If I can ask you to turn to near the end of the report to Mr. Anderson's minority report, and I noticed in passing that everybody else gets color font and print and everything, and poor Mr. Anderson's minority report is all black and white.

If I could ask you to turn to page 51, three paragraphs down, he makes the statement, it says, "The intent of the law authorizing Washington Learns was to provide for thoughtful and thorough evaluation of our state's education finance system to ensure that state government is meeting its constitutionally mandated requirement to make ample provision for the education of the children residing within its borders."

Do you see that statement?

A. Yes, I do.

Q. Do you agree with that statement?

A. The mandate of the language of the bill itself was not as explicit as he has here, but I would say generally speaking, that was the intention of the study, but that was taken out of context of the legislative language itself.

Q. Is it your understanding that the state over the past several years has been reducing its funding of K-12 education as a percentage of the state budget?

A. Well, I wouldn't say it's been reducing its funding. It's been increasing the K-12 funding. The percentage of the overall budget has decreased.

Q. Handing you a document that's called, "Preparing Washington Students for the 21st Century, Five Year Strategic Plan for the Office of Public Instruction, 2002-2007," this document is dated April 2003, I'd like to ask you to turn to page 16, please.

At the very bottom of the page, after it says "Washington State constitution," third line up, it says, "In real dollar terms, we are losing ground. In spite of new needs, although Washington's education budget as a whole has been increasing because of growing enrollment since 1993, state funding per

student has actually fallen behind inflation by $535 per student."

Do you see that?

A. Uh-huh.

Q. To the best of your knowledge, was that true in April of 2003?

A. To the best of my knowledge, yes.

Q. Actually, if I can ask you to look at one other thing in this document, if you look at page 8, please, it talks about eliminating achievement gaps and there's the big number 1 and then the strategic goal and then the section, "Eliminating achievement gaps: Every student is a high achiever," and then the last paragraph talks about how, "We have a duty to the students and families of our state to ensure that 100 percent of students succeed in meeting all standards and graduate from high school."

Do you see that?

A. Yes, I do.

Q. When you're referring to "all standards," are those again those four substantive content drivers from the House Bill 1209 and then the eight EALRs?

A. Yes.

Q. On classroom size, do you know if Washington classrooms rank around fifth largest classroom size in the nation?

A. I'd say that's approximately correct.

Q. On our public school teacher compensation, would you say that we rank last among the West Coast states?

A. Well, it's very -- I would have said yes to that before the Washington Learns study, but I learned quite a bit about what's happening to our salary structure through, I used to be president of the teachers unit. And we were in better shape then, but we had local bargaining. We had, that was before the Doran decision. The last picture that I looked at, we were 19th in the nation and I know that the WEA statistics say we're last in the region.

However, what I discovered in the middle of the Washington Learns study was that we have about $6,000 average per teacher in the state that is

My question is: Do you believe that school districts rely heavily on levies and bonds for fund basic education, including teachers' salaries?

A. Yes, I do. Now, the bond issue is a separate issue. The funding is set up they have to

rely on bonds to build schools, but the reliance on levies has increased. And I described to you the salary issue because there is a way to get salary increases through the local levies and they have used that avenue.

Q. "They" being the school districts?

A. "They" being the school districts and the teachers associations.

Q. The school districts that are able to pay teachers more money through the local levies are the school districts that have the actual levy dollars?

A. That is correct.

Q. In your almost three now full terms of being Superintendent of Public Instruction, are you familiar with the way the legislative appropriations process works for education?

A. Yes, I am.

Q. To the best of your knowledge, has the legislature actually determined how much it actually costs to provide the constitutionally required basic education to every child in our state?

A. Will you ask me that question one more time?

Q. Sure. To the best of your knowledge, has the legislature determined how much it actually costs

in dollar terms to provide the constitutionally required basic education to every child residing in our state?

A. Yes, I think they're very observant of the way that basic education is operationally defined and they fund it.

Q. Is it your belief they actually determined that dollar amount, how much it actually costs to pay the constitutionally required basic education?

MR. CLARK: Asked and answered. I'd object. You can go ahead and answer the question.

A. The Doran decision told them to define it. They defined it and they fund their definition.

Q. They fund what they believe their definition is; is that your testimony?

A. Well, they fund the definition that's in the statute.

Q. When you say the definition in the statute, do you mean paying for X hours or X number of days?

A. Well, it's one of the things that we studied quite deeply in this Washington Learns. I learned more than I -- I thought I knew everything about the system, but I found out that I didn't. So there are very -- while we have the learning goals and

Q. If I can ask you to go back to the Washington Learns report, go to page 48, please. In green, there's a heading that says, "Redefine Basic Education"?

A. Yes.

Q. Then there's several paragraphs of text and the one change that is proposed here for the redefinition of basic education is making a change to RCW 28A.150.210. Do you see that?

A. Uh-huh.

Q. Now, is that part of what at least the Washington Learns report was recommending is redefining basic education, making the change that's shown here under 28A.150.210?

A. Yes. The K-12 advisory committee made a strong recommendation.

Q. Just so I'm clear, the redefinition of basic ed, that Washington Learns report is recommending at least, is the underlined section on the bottom of page 48 there from 28A.150.210?

A. Yes.

Q. Last exhibit, let me show you.

(Exhibit-10 marked.)

Q. There's a line that says, "Total Maintenance Level," which is 12 billion of general fund state money, and 14.7 total funds. Do you see that?

A. Uh-huh.

Q. Is my understanding correct that's the number to just maintain the programs we have as they are without any expansion, that's the dollar request you need to do that?

A. Correct. That's the cost of living adjustment for all programs that will be carried forward.

Q. And then the next bold faced line it says, "Performance Changes" and there's a whole list of things that goes on then to the next page where it then says "Subtotal" and you've got under "General Funds State" 285,901, and "Total Funds" --

A. I'm sorry, where are you now? The total proposed budget?

Q. No, under "Subtotal" right there, 285,901,

under "General Fund State," and then 343,372 under "Total Funds." Do you see that?

A. Yes.

Q. Is my understanding correct that that is actually the increase that's been proposed above maintenance level?

A. Right, those would be new programs being authorized.

S I G N A T U R E

I declare under penalty of perjury under the laws of the State of Washington that I have read my within deposition, and the same is true and accurate, save and except for changes and/or corrections, if any, as indicated by me on the CHANGE SHEET flyleaf page hereof.

Signed in.....WA on the.....day of....., 2007.

.....

TERRY BERGESON

Taken: February 21, 2007

Reporter: Margaret Walkky

C E R T I F I C A T E

STATE OF WASHINGTON) ss.
COUNTY OF KING)

I, the undersigned Registered Merit Reporter and an officer of the Court under my commission as a Notary Public for the State of Washington, hereby certify that the foregoing deposition upon oral examination of TERRY BERGESON was taken before me on February 21, 2007 and transcribed under my direction;

That the witness was duly sworn by me to testify truthfully; that the transcript of the deposition is a full, true, and correct transcript to the best of my ability; that I am neither attorney for, nor a relative or employee of, any of the parties to the action or any attorney or counsel employed by the parties hereto, nor financially interested in its outcome. IN WITNESS WHEREOF, I have hereunto set my hand and seal this date: March 3, 2007.

.....

Margaret Walkky, Notary Public in the State of Washington, residing at Seattle.
Commission expires 6-19-08, License No. 2540

Exhibit 2

unfit for use." *Gibbons v. Ogden*, 22 U.S. (9 Wheat.) 1, 6 L. Ed. 23 (1824). The Constitution is "intended to endure for the ages to come, and consequently, to be adapted to the various crises of human affairs." *McCulloch v. Maryland*, 17 U.S. (4 Wheat.) 316, 416, 4 L. Ed. 579, 619. In short, the constitution was not intended to be a static document incapable of coping with changing times. It was meant to be, and is, a living document with current effective powers. As was so well stated by Mr. Justice Holmes in *Missouri v. Holland*, 252 U.S. 416, 433, 64 L. Ed. 641, 40 S. Ct. 382, 11 A.L.R. 984 (1920):

> When we are dealing with words that also are a constituent act, like the Constitution of the United States, we must realize that they have called into life a being the development of which could not have been foreseen completely by the most gifted of its begetters. It was enough for them to realize or to hope that they had created a nation. The case before us must be considered in the light of our whole experience and not merely in that of

[13] Consequently, the State's constitutional duty goes beyond mere reading, writing and arithmetic. It also embraces broad educational opportunities needed in the contemporary setting to equip our children for their role as citizens and as potential competitors in today's market as well as in the marketplace of ideas. *Robinson v. Cahill*, 62 N.J. 473, 515, 303 A.2d 273 (1973); *see also Keyishian v. Board of Regents*, 385 U.S. 589, 603, 17 L. Ed. 2d 629, 87 S. Ct. 675 (1967). Education plays a critical role in a free society. It must prepare our children to participate intelligently and effectively in our open political system to ensure that system's survival. *See Wisconsin v. Yoder*, 406 U.S. 205, 221, 32 L. Ed. 2d 15, 92 S. Ct. 1526 (1972). It must prepare them to exercise their First Amendment freedoms both as sources and receivers of information; and, it must prepare them to be able to inquire, to study, to evaluate and to gain

maturity and understanding. The constitutional right to have the State "make ample provision for the education of all [resident] children" would be hollow indeed if the possessor of the right could not compete adequately in our open political system, in the labor market, or in the marketplace of ideas.

EXHIBIT 2 2-7-2

and judgment as to express the same broad educational concepts in terms of constitutional rights. The trial court did not, nor do we, deal with the above mentioned educational concepts as fully declarative of the State's paramount duty. Rather, we hold that they constitute broad guidelines that the effective teaching and opportunities to learn these essential skills make up the *minimum* of the education that is constitutionally required.

We hold further that the mandate of Const. art. 9, § 1 is addressed to the State and requires, as a first priority, full sufficient funds for the general and uniform system of schools" which the *Legislature* is obligated to establish pursuant to Const. art. 9, § 2. Through this system our children will receive their constitutionally guaranteed education.

B. Legislative implementation of the State's mandatory duty.

Although the mandatory duties of Const. art. 9, § 1 are imposed upon the *State*, the organization, administration, and operational details of the "general and uniform system" required by Const. art. 9, § 2 are the province of the *Legislature*. In the latter area the judiciary is primarily concerned with whether the Legislature acts pursuant to the mandate and, having acted, whether it has done so constitutionally. Within the parameters, the system devised is within the domain of the Legislature.

[14] While the judiciary has the duty to construe and interpret the word "education" by providing broad constitutional guidelines, the Legislature is obligated to give spe-

Exhibit 3

Curriculum and Instruction

Essential Academic Learning Requirements (EALRs)--Washington State Standards
- Overview
- Reading
- Mathematics
- Science
- Writing
- Communication
- Social Studies
- The Arts
- Health Fitness
- Birth to 5

On-line Grade Level Resources (GLEs)

Response to Intervention

ial Education Learning

Programs
- Reading First
- Wash. Reading Corps
- Math Helping Corps
- Running Start

Publisher Notices

Resources and Reports

Related Links

WASHINGTON
State Standards

Essential Academic Learning Requirements
and Grade Level Expectations

Washington State Learning Goals

1. **Read** with comprehension, **write** with skill, and **communicate** effectively and responsibly in a variety of ways and settings.
2. **Know and apply the core concepts and principles** of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
3. **Think** analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
4. **Understand** the importance of work and how performance, effort, and decisions directly affect **future career and educational opportunities**.

This page provides updated documents on all learning standards. The Essential Academic Learning Requirements (EALRs) for all content areas were initially developed beginning with the Basic Education Act of 1993. The EALRs describe the learning standards for grades K-10 at three benchmark levels; elementary, middle, and high school. The Grade Level Expectations (GLEs) represent a new degree of specificity being developed for each content area for grades K-10.

Content Area	EALRs	GLEs	
Reading	(Word) (pdf)	On-line (Word) (pdf)	Order Copies
Mathematics	(Word) (pdf)	On-line (Draft)	
Science	(Word) (pdf)	On-line (pdf)	Order Copies
Writing	(Word) (pdf)	On-line (pdf)	Order Copies
Communication	(Word) (pdf)	On-line (pdf)	Order Copies
Social Studies	Civics Economics Geography History	Available 2008	
Arts	(Word) (pdf)	Available 2008-09	
Health and Fitness	(Word) (pdf)	Available 2009-10	

EXHIBIT
3
2-21-07 Bergeson

Timeline for EALRs with Grade Level Expectations (Word)

Essential Academic Learning Requirements—Reading

1. **The student understands and uses different skills and strategies to read.**

   To meet this standard, the student will:
   1.1. Use word recognition and word meaning skills to read and comprehend text.
   1.2. Use vocabulary (word meaning) strategies to comprehend text.
   1.3. Build vocabulary through wide reading.
   1.4. Apply word recognition skills and strategies to read fluently.

2. **The student understands the meaning of what is read.**

   To meet this standard, the student will:
   2.1. Demonstrate evidence of reading comprehension.
   2.2. Understand and apply knowledge of text components to comprehend text.
   2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.
   2.4. Think critically and analyze author's use of language, style purpose, and perspective in informational and literary text.

3. **The student reads different materials for a variety of purposes.**

   To meet this standard, the student will:
   3.1. Read to learn new information.
   3.2. Read to perform a task.
   3.3. Read for career applications.
   3.4. Read for literary/narrative experience in a variety of genres.

4. **The student sets goals and evaluates progress to improve reading.**

   To meet this standard, the student will:
   4.1. Assess reading strengths and need for improvement.
   4.2. Develop interests and share reading experiences.

Essential Academic Learning Requirements

Mathematics

Introduction to Mathematics

Mathematics for Today and Tomorrow

Mathematics continues to grow at a rapid rate, spreading into new fields and creating new applications in its open-ended search for patterns. Several factors—growth of technology, increased applications, impact of computers, and expansion of mathematics itself—have combined in the past century to extend greatly both the scope and the application of the mathematical sciences. The changes must be reflected in the schools if our students are to be well prepared for tomorrow's world.

What is Mathematics?

Mathematics is a language and science of patterns. As a language of patterns, mathematics is a means for describing the world in which we live. In its symbols and vocabulary, the language of mathematics is a universal means of communication about relationships and patterns.

As a science of patterns, mathematics is a mode of inquiry that reveals fundamental understandings about order in our world. This mode of inquiry relies on logic and employs observation, simulation, and experimentation as means of challenging and extending our current understanding.

Toward a Deeper Study of Important Mathematics

More than at any other time in history, society is placing demands on citizens to interpret and use mathematics to make sense of information and complex situations. Computers and other technologies have increased our capacities for dealing with numbers for collecting, organizing, representing, and analyzing data. Tables, lists of numbers, graphs of data, and statistics summarizing information occur in every form of the media.

To be well informed as adults and to have access to desirable jobs, students today require an education in mathematics that goes far beyond what was needed by students in the past. All students must develop and sharpen their skills; deepen their understanding of mathematical concepts and processes; and hone their problem-solving, reasoning, and communication abilities while using mathematics to make sense of and to solve compelling problems. All students need a deep understanding of mathematics; for this to occur, rigorous mathematical content must be reorganized, taught, and assessed in a problem-solving environment. For students to develop this deeper level of understanding, their knowledge must be connected to a variety of ideas and skills across topic areas and grade levels in mathematics to other subjects taught in school as well as to situations outside the classroom.

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Refined September 2001

Essential Academic Learning Requirements—Mathematics

1. **The student understands and applies the concepts and procedures of mathematics.**

   To meet this standard, the student will:
   1.1. Understand and apply concepts and procedures from number sense—number and numeration, computation, and estimation.
   1.2. Understand and apply concepts and procedures from measurement—attributes and dimensions, approximation and precision, and systems and tools.
   1.3. Understand and apply concepts and procedures from geometric sense—properties and relationships and locations and transformations.
   1.4. Understand and apply concepts and procedures from probability and statistics—probability, statistics, and prediction and inference.
   1.5. Understand and apply concepts and procedures from algebraic sense—patterns, representations, and operations.

2. **The student uses mathematics to define and solve problems.**

   To meet this standard, the student will:
   2.1. Investigate situations by searching for patterns and using a variety of approaches.
   2.2. Formulate questions and define the problem.
   2.3. Construct solutions by organizing the necessary information and using appropriate mathematical tools.

3. **The student uses mathematical reasoning.**

   To meet this standard, the student will:
   3.1. Analyze information from a variety of sources; use models, known facts, patterns and relationships to validate thinking.
   3.2. Predict results and make conjectures based on analysis of problem situations.
   3.3. Draw conclusions and verify results—support mathematical arguments, justify results, and check for reasonableness of solutions.

4. **The student communicates knowledge and understanding in both everyday and mathematical language.**

   To meet this standard, the student will:

   4.1. Gather information—read, listen, and observe to access and extract mathematical information.
   4.2. Organize and interpret information.
   4.3. Represent and share information—express and explain mathematical ideas using language and notation in ways appropriate for audience and purposes.

5. **The student understands how mathematical ideas connect within mathematics, other subject areas, and real-life situations.**

To meet this standard, the student will:

5.1. Relate concepts and procedures within mathematics—use conceptual and procedural understandings among content strands and use equivalent models and representations.

5.2. Relate mathematical concepts and procedures to other disciplines—identify and use mathematical patterns, thinking, and modeling in other subject areas.

5.3. Relate mathematical concepts and procedures to real-life situations—understand the connections between mathematics and problem-solving skills used every day at work and at home.

1. The student understands and applies the concepts and procedures of mathematics.

To meet this standard, the student will:

BENCHMARK 1—GRADE 4	BENCHMARK 2— GRADE 7	BENCHMARK 3—GRADE 10
1.1. Understand and apply concepts and procedures from number sense.		
Number and Numeration		
Demonstrate understanding of whole and fractional numbers and place value in whole numbers using objects, pictures, or symbols.	Demonstrate understanding of integers, fractions, decimals, percents, place value of decimals, and properties of the rational number system using pictures and symbols.	Understand and use properties and symbolic representations of rational numbers, powers, and roots.
Identify, compare, and order whole numbers and simple fractions.	Compare and order integers, fractions, and decimals.	Compare and order rational numbers, powers, and roots
Demonstrate an understanding of the properties of whole numbers.	Understand the concepts of prime and composite numbers, factors and multiples, and divisibility rules.	Understand concepts of and use processes involving prime and composite numbers, factors and multiples, and divisibility.
	Understand and apply the concepts of ratio and direct proportion.	Understand and apply the concepts of ratio and both direct and inverse proportion.
Computation		
Show understanding of whole number operations (+, −, ×, ÷) using blocks, sticks, beans, pictures, symbols, etc.	Understand operations on nonnegative rational numbers.	Understand operations on rational numbers, powers, and roots.
Add, subtract, multiply, and divide whole numbers.	Add, subtract, multiply, and divide nonnegative fractions and decimals using rules for order of operation.	Compute with rational numbers, powers, and roots
Use mental arithmetic, pencil and paper, or calculator as appropriate to the task involving whole numbers.	Use mental arithmetic, pencil and paper, calculator, or computer as appropriate to the task involving nonnegative rational numbers.	Use mental arithmetic, pencil and paper, calculator, or computer as appropriate to the task involving real numbers.
Estimation		
Identify situations involving whole numbers in which estimation is useful.	Identify situations involving nonnegative rational numbers in which estimation is sufficient and computation is not required.	Identify situations involving rational numbers, powers, and roots in which estimation is sufficient and computation is not required.
Use estimation to predict computation results and to determine the reasonableness of answers, *for example, estimating a grocery bill.*	Use estimation to predict computation results and to determine the reasonableness of answers involving nonnegative rational numbers, *for example, estimating a tip.*	Use estimation to predict computation results and to determine the reasonableness of answers involving real numbers, *for example, estimating.*

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1. **The student understands and applies the concepts and procedures of mathematics (continued).**

To meet this standard, the student will:

BENCHMARK 1—GRADE 4	BENCHMARK 2—GRADE 7	BENCHMARK 3—GRADE 10
1.2. Understand and apply concepts and procedures from measurement.		
Attributes and Dimensions		
Understand concepts of perimeter, area, and volume.	Understand the concepts of and the relationships among perimeter, area, and volume and how changes in one dimension affect perimeter, area, and/or volume.	Understand how changes in dimension affect perimeter, area, and volume.
Use directly measurable attributes *such as length, perimeter, area, volume/capacity, angle, weight/mass, time, money, and temperature to describe and compare objects*	Measure objects and events directly or using indirect methods *such as calculating and applying procedures for determining perimeter, area, and volume.*	Measure objects and events directly or use indirect methods such as finding the volume of a cone given its height and diameter.
	Understand the concept of rate and how to calculate rates and determine units.	Calculate rate and other derived and indirect measurements.
Approximation and Precision		
Understand that measurement is approximate.	Understand that precision is related to the unit of measurement used and the calibration of the measurement tool.	Understand precision and accuracy of measurement are affected by measurement tools and calculating procedures.
Know when to estimate and use estimation to determine when measurements are reasonable or to obtain approximations, for example, estimating the length of the playground by pacing it off.	Know when to estimate and use estimation to obtain reasonable approximations, *for example, estimating the length and width of the playground to approximate its area.*	Know when to estimate and use estimation to obtain reasonable approximations, *for example, estimating how much paint is needed to paint the walls of a classroom.*
Systems and Tools		
Understand the benefits of using standard units of measurement for measuring length, area, and volume.	Understand the appropriate uses of standard units of measurement for both direct and indirect measurement.	Understand the benefits of standard units of measurement and the advantages of the metric system
Understand appropriate units of measure for time, money, length, area, volume/capacity, weight/mass, and temperature.	Understand the relationship among units within both the U.S. and metric systems.	Compare, contrast, and use both the U.S. system and metric system.
Select and use appropriate tools for measuring time, money, length, area, volume, mass, and temperature.	Select and use tools that will provide an appropriate degree of precision, *for example, using meters vs. kilometer.*	Select and use tools that will provide an appropriate degree of precision and accuracy for the situation, *for example, using kilometers vs. light years.*

1. **The student understands and applies the concepts and procedures of mathematics (continued).**

To meet this standard, the student will:

BENCHMARK 1—GRADE 4	BENCHMARK 2—GRADE 7	BENCHMARK 3—GRADE 10
1.3. Understand and apply concepts and procedures from geometric sense.		
Properties and Relationships.		
Use attributes of geometric shapes and properties of parallel and perpendicular to identify, name, compare, and sort geometric shapes and figures.	Use the properties and relationships of plane geometry to describe shapes and figures, *including angles, degrees in a circle, triangles, isosceles, equilateral, or quadrilateral.*	Use geometric properties and relationships to compare, contrast, describe, and classify 2- and 3-dimensional geometric figures.
Recognize geometric shapes in the surrounding environment, *for example, identify rectangles within windows.*	Identify, describe, or draw objects in the surrounding environment in geometric terms, *for example, producing a simple scale drawing of a classroom.*	Construct geometric models and scale drawings using tools as appropriate, *for example, building a model of a bridge.*
Understand concepts of symmetry, congruence, and similarity.	Understand symmetry, congruence, and similarity.	Understand and use properties of symmetry, congruence, and similarity.
Draw and build simple shapes and figures using appropriate tools, *such as a straightedge, ruler, protractor, or nets.*	Perform geometric constructions using a variety of tools and technologies *such as paper folding, computer software, straightedge, compass.*	Perform complex geometric constructions using a variety of tools and technologies *such as paper folding, computer software, straightedge, compass.*
Locations and transformations.		
Locate and describe the location of objects on a number line, map, or a coordinate grid in the first quadrant.	Identify and describe location of objects on coordinate grids in any of the four quadrants.	Understand and use coordinate grids.
Understand and draw simple geometric transformations using translations (slides), reflections (flips), or rotations (turns).	Understand and apply simple geometric transformations using combinations of translations (slides), or reflections (flips), or rotations (turns).	Understand and apply multiple geometric transformations using combinations of translations, reflections, and/or rotations.

1. **The student understands and applies the concepts and procedures of mathematics (continued).**

To meet this standard, the student will:

BENCHMARK 1—GRADE 4	BENCHMARK 2—GRADE 7	BENCHMARK 3—GRADE 10
1.4. Understand and apply concepts and procedures from probability and statistics.		
Probability		
Understand the difference between a certain and uncertain event.	Know how to calculate numerical measures of chance for simple events.	Understand the properties of dependent and independent events.
Know how to list all possible outcomes of simple experiments.	Understand procedures for counting outcomes to determine probabilities.	Understand and use appropriate counting procedures to determine probabilities.
Understand and use experiments to investigate the probabilities of uncertain events.	Know how to conduct experiments and simulations and to compare results with mathematical expectations.	Use both experimental and theoretical methods to determine probabilities.
Statistics		
Collect data in an organized way.	Collect a random sample of data that represents a described population.	Collect data using appropriate methods and technology.
Organize and display data in numerical and graphical forms *such as tables, charts, pictographs, and bar graphs.*	Organize and display data in appropriate forms *such as frequency tables, circle graphs, and stem-and-leaf plots.*	Organize and display data in appropriate forms *such as tables, graphs, scatter plots, and box and whisker plots.*
Understand measures of central tendency, *such as mean, median, and mode in describing data.*	Calculate and appropriately use range and measures of central tendency to describe data.	Calculate and use the different measures of central tendency, variability, and range as appropriate to describe data.
Identify how data can be used to support a point of view.	Identify how statistics can be used to support different points of view.	Use statistics to support different points of view, *for example, in a debate or a position paper.*
Prediction and Inference		
Predict outcomes of simple activities and compare predictions to experimental results.	Predict outcomes of experiments and simulations and compare the predictions to experimental results.	Predict outcomes and design and conduct experiments to verify or disprove predictions.
Understand and make inferences based on experimental results using coins, number cubes, spinners, etc.	Understand and make inferences based on analysis of experimental results, statistical data, and simple graphical representations.	Understand and make inferences based on the analysis of experimental results, statistical data, and graphical representations.

1. **The student understands and applies the concepts and procedures of mathematics (continued).**

To meet this standard, the student will:

BENCHMARK 1—GRADE 4	BENCHMARK 2—GRADE 7	BENCHMARK 3—GRADE 10
1.5. Understand and apply concepts and procedures from algebraic sense.		
Patterns		
Recognize, extend, and create patterns of numbers, shapes, or objects *such as beans, toothpicks, pattern blocks, cubes, and colored tiles*.	Recognize, extend, and create patterns and sequences.	Recognize, extend, and create complex patterns and sequences.
Write a rule for a pattern based on a single arithmetic operation between terms such as a function machine.	Represent and describe patterns with tables, graphs, and rule.	Generalize and express rules describing patterns and sequences.
Representations		
Understand equality and inequality and use =, >, and < in number sentences.	Represent equalities and inequalities symbolically using $=, >, <, \leq, \geq$.	Translate among tabular, symbolic, and graphical representations of relations using $=, \neq, >, <, \geq, \leq$.
Identify and use appropriate symbols and notations in reading and writing open sentences; for example, $3 \times \square = 18$.	Use variables to write simple expressions, equations, and inequalities, for example, $3x > 18$.	Use variables to write expressions, equations, and inequalities.
Operations		
Evaluate simple expressions using blocks, sticks, beans, pictures, etc.	Evaluate expressions and formulas.	Simplify and evaluate expressions and formulas.
Solve simple equations using blocks, sticks, beans, pictures, etc.	Solve single-variable equations.	Solve equations and inequalities.

2. The student uses mathematics to define and solve problems.

To meet this standard, the student will:

BENCHMARK 1—GRADE 4	BENCHMARK 2—GRADE 7	BENCHMARK 3—GRADE 10
2.1. Investigate situations		
Search for patterns in simple situations.	Search systematically for patterns in simple situations.	Search systematically for patterns in complex situations.
Use a variety of strategies and approaches.	Develop and use a variety of strategies and approaches.	Use multiple strategies
Recognize when information is missing or extraneous.	Identify missing or extraneous information.	Identify what information is missing or extraneous and compensate for it.
Recognize when an approach is unproductive and try a new approach.	Recognize the need to modify or abandon an unproductive approach.	Analyze an unproductive approach and attempt to modify it or try a new approach.
2.2. Formulate questions and define the problem		
Identify questions to be answered in familiar situations.	Identify questions to be answered in new situations.	Identify questions to be answered in complex situations.
Define problems in familiar situations.	Define problems in new situations.	Define problems in complex situations.
Identify what is known and unknown in familiar situations.	Identify the known and unknown in new situations.	Identify the information that is known and unknown in complex situations.
2.3. Construct solutions		
Organize relevant information.	Organize relevant information from multiple sources.	Organize and synthesize information from multiple sources.
Select and use appropriate mathematical tools.	Select and use appropriate mathematical tools.	Select and use appropriate mathematical tools.
Apply viable strategies and appropriate concepts and procedures to construct a solution.	Apply viable strategies and appropriate concepts and procedures to construct a solution.	Apply viable strategies and appropriate concepts and procedures to construct a solution.

3. The student uses mathematical reasoning.

To meet this standard, the student will:

BENCHMARK 1—GRADE 4	BENCHMARK 2—GRADE 7	BENCHMARK 3—GRADE 10
3.1. Analyze information.		
Compare and interpret information in familiar situations.	Compare, contrast, and interpret information from a variety of sources.	Compare, contrast, interpret and integrate information from multiple sources.
Validate thinking using models, known facts, patterns, and relationships	Validate thinking and mathematical ideas using models, known facts, patterns, relationships, and counter-examples.	Validate thinking and mathematical ideas using models, known facts, patterns, relationships, counter-examples, and proportional reasoning.
3.2 Predict results.		
Make conjectures based on analysis of familiar problem situations.	Make conjectures based on analysis of new problem situations.	Make and explain conjectures based on analysis of problem situations.
3.3. Drawconclusions and verify results.		
Test conjectures by finding examples to support or contradict them	Test conjectures and explain why they are true or false.	Test conjectures by formulating a proof or by constructing a counterexample.
Support arguments and justify results.	Support arguments and justify results using evidence.	Support arguments and justify results using inductive and deductive reasoning.
Check for reasonableness of results.	Check for reasonableness of results.	Check for reasonableness of results.
Reflect on and evaluate procedures and results in familiar situations	Reflect on and evaluate procedures and results in new problem situations.	Reflect on and evaluate procedures and results and make necessary revisions.

4. The student communicates knowledge and understanding in both everyday and mathematical language.

To meet this standard, the student will:

BENCHMARK 1—GRADE 4	BENCHMARK 2—GRADE 7	BENCHMARK 3—GRADE 10
4.1. Gather information		
Develop and follow a simple plan for collecting information.	Develop and follow a plan for collecting information.	Develop or select and follow an efficient system for collecting information.
Use reading, listening, and observation to access and extract mathematical information from a variety of sources *such as pictures, diagrams, physical models, classmates, oral narratives, and symbolic representations.*	Use reading, listening, and observation to access and extract mathematical information from multiple sources *such as pictures, diagrams, physical models, oral narratives, and symbolic representations*	Use reading, listening, and observation to access and extract mathematical information from multiple, self-selected sources *such as pictures, diagrams, physical models, oral narratives, and symbolic representations.*
Use available technology to browse and retrieve mathematical information from a variety of sources.	Choose appropriate available technology to browse, select, and retrieve relevant mathematical information from a variety of sources.	Integrate the use of a variety of available technologies to browse, select, and retrieve mathematical information from multiple sources.
4.2. Organize and interpret information		
Organize and clarify mathematical information in at least one way—reflecting, verbalizing, discussing, or writing.	Organize and clarify mathematical information by reflecting, verbalizing, discussing, or writing.	Organize, clarify, and refine mathematical information in multiple ways—reflecting, verbalizing, discussing, or writing.
4.3. Represent and share information		
Express ideas using mathematical language and notation *such as physical or pictorial models, tables, charts, graphs, or symbols.*	Clearly and effectively express or present ideas and situations using both everyday and mathematical language *such as models, tables, charts, graphs, written reflection, or algebraic notation.*	Express complex ideas and situations using mathematical language and notation in appropriate and efficient forms.
Explain or represent mathematical ideas and information to familiar people for a given purpose.	Explain or represent mathematical ideas and information in ways appropriate for audience and purpose.	Explain or represent complex mathematical ideas and information in ways appropriate for audience and purpose.

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Refined September 2001

5. The student understands how mathematical ideas connect within mathematics, other subject areas, and real-life situations.

To meet this standard, the student will:

BENCHMARK 1—GRADE 4	BENCHMARK 2—GRADE 7	BENCHMARK 3—GRADE 10
5.1. Relate concepts and procedures within mathematics.		
Relate conceptual and procedural understandings among familiar mathematical content strands.	Relate and use conceptual and procedural understandings among a variety of mathematical content areas.	Relate and use conceptual and procedural understandings among multiple mathematical content strands.
Recognize equivalent mathematical models and representations in familiar situations.	Relate and use different mathematical models and representations of the same situation.	Relate and use multiple equivalent mathematical models and representations.
5.2. Relate mathematical concepts and procedures to other disciplines.		
Recognize mathematical patterns and ideas in familiar situations in other disciplines.	Identify mathematical patterns and ideas in other disciplines.	Extend mathematical patterns and ideas to other disciplines.
Use mathematical thinking and modeling in familiar situations in other disciplines.	Use mathematical thinking and modeling in other disciplines.	Apply mathematical thinking and modeling in other disciplines.
Describe examples of contributions to the development of mathematics *such as the contributions of women, men, and different culture.*	Describe examples of contributions to the development of mathematics *such as the contributions of women, men, and different cultures.*	Describe examples of contributions to the development of mathematics *such as the contributions of women, men, and different cultures.*
Relate mathematical concepts and procedures to real-life situations.		
Give examples of how mathematics is used in everyday life.	Recognize the widespread use of mathematics in daily life and the extensive use of mathematics outside the classroom, *for example, in banking or sports statistic.*	Identify situations in which mathematics can be used to solve problems with local, national, or international implications *such as calculating resources necessary for interstate highway maintenance.*
Identify how mathematics is used in career settings.	Investigate the use of mathematics within several occupations/careers of interest.	Investigate the mathematical knowledge and training requirements for occupational/career areas of interest.

Essential Academic Learning Requirements—Science

1. **SYSTEMS: The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems.**

   To meet this standard, the student will:
   1.1. Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects, and how characteristics are used to categorize living things.
   1.2. Structures: Understand how components, structures, organizations, and interconnections describe systems.
   1.3. Changes: Understand how interactions within and among systems cause changes in matter and energy.

2. **INQUIRY: The student knows and applies the skills, processes, and nature of scientific inquiry.**

   To meet this standard, the student will:
   2.1. Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry.
   2.2. Nature of Science: Understand the nature of scientific inquiry.

3. **APPLICATION: The student knows and applies science concepts and skills to develop solutions to human problems in societal contexts.**

   To meet this standard, the student will:
   3.1. Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems.
   3.2. Science, Technology, and Society: Analyze how science and technology are human endeavors, interrelated to each other, society, the workplace, and the environment.

Essential Academic Learning Requirements—Writing

1. **The student understands and uses a writing process.**

   To meet this standard, the student:
   1.1. Prewrites to generate ideas and plan writing.
   1.2. Produces draft(s).
   1.3. Revises to improve text.
   1.4. Edits text.
   1.5. Publishes text to share with audience.
   1.6. Adjusts writing process as necessary.

2. **The student writes in a variety of forms for different audiences and purposes.**

   To meet this standard, the student:
   2.1. Adapts writing for a variety of audiences.
   2.2. Writes for different purposes.
   2.3. Writes in a variety of forms/genres.
   2.4. Writes for career applications.

3. **The student writes clearly and effectively.**

   To meet this standard, the student will:
   3.1. Develops ideas and organizes writing.
   3.2. Uses appropriate style.
   3.3. Knows and applies appropriate grade level writing conventions.

4. **The student analyzes and evaluates the effectiveness of written work.**

   To meet this standard, the student will:
   4.1. Analyzes and evaluates others' and own writing.
   4.2. Sets goals for improvement.

Essential Academic Learning Requirements—Communication

1. **The student uses listening and observation skills and strategies to gain understanding.**

   To meet this standard, the student:
   - 1.1 Uses listening and observation skills and strategies to focus attention and interpret information.
   - 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

2. **The student uses communication skills and strategies to interact/work effectively with others.**

   To meet this standard, the student:
   - 2.1. Uses language to interact effectively and responsibly in a multicultural context.
   - 2.2. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
   - 2.3. Uses skills and strategies to communicate interculturally.

3. **The student uses communication skills and strategies to present ideas and one's self in a variety of situations.**

   To meet this standard, the student:
   - 3.1. Uses knowledge of topic/theme, audience, and purpose to plan presentations.
   - 3.2. Uses media and other resources to support presentations.
   - 3.3. Uses effective delivery.

The student analyzes and evaluates the effectiveness of communication.

To meet this standard, the student:
- 4.1. Assesses effectiveness of one's own and others' communication.
- 4.2. Sets goals for improvement.

Essential Academic Learning Requirements—
Social Studies: Geography

1. **The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.**

   To meet this standard the student will:
   1.1. Use and construct maps, charts, and other resources to gather and interpret geographic information.
   1.2. Recognize spatial patterns on Earth's surface and understand the processes that create these patterns.

2. **The student understands the complex physical and human characteristics of places and regions.**

   To meet these standards, the student will:
   2.1. Describe the natural characteristics of places and regions and explain the causes of their characteristics.
   2.2. Describe the patterns humans make on places and regions.
   2.3. Identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions.

3. **The student observes and analyzes the interaction between people, the environment, and culture.**

   To meet this standard, the student will:
   3.1. Identify and examine people's interaction with and impact on the environment.
   3.2. Analyze how the environment and environmental changes affect people.
   3.3. Examine cultural characteristics, transmission, diffusion and interaction.

1. **The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.**

To meet this standard, the student will:

BENCHMARK 1— GRADE 5	BENCHMARK 2— GRADE 8	BENCHMARK 3— HIGH SCHOOL
1.1. Use and construct maps, charts, and other resources to gather and interpret geographic information.		
1.1.1a Examine a variety of maps to describe basic mapping elements (Location).	1.1.2a. Use globes, a variety of map projections, satellite imagery, and Geographic Information System (GIS) data to interpret information from a spatial perspective (Location, Place).	1.1.3. Produce and interpret maps, tables, and graphs to help explain phenomenon such as transportation networks within regions, literacy rates, voting patterns, or the variation in population density in relation to resources and land use (Five Themes).
1.1.b. Use basic mapping elements to construct a map that displays information about school grounds, a neighborhood, or a local community (Location, Place).	1.1.2b. Use data and a variety of symbols and colors to create thematic maps, mental maps, and graphs depicting geographic information (Location, Place, Region).	
1.2. Recognize spatial patterns on Earth's surface and understand the processes that create these patterns.		
1.2.1a. Locate places, major physical features, and human spatial patterns using maps, globes, and other sources (Location, Place, Region).	1.2.2a. Locate physical and human features and events on maps and globes (Location, Place, Region).	1.2.3a. Explain why different places of the world have particular physical and human characteristics (Five Themes).
	1.2.2b. Analyze how human spatial patterns emerge from natural processes and human activities (Place, Human/Environment Interaction, Movement).	

Note: The Five Themes of Geography are placed in parentheses to assist in using the benchmarks. The themes of geography are:
Place
Region
Human/Environment Interaction
Location
Movement

2. The student understands the complex physical and human characteristics of places and regions.

To meet this standard, the student will:

BENCHMARK 1—GRADE 5	BENCHMARK 2—GRADE 8	BENCHMARK 3—HIGH SCHOOL
2.1. Describe the natural characteristics of places and regions and explain the causes of their characteristics.		
2.1.1. Observe and describe the physical characteristics of the local area and Washington State (Location, Region, Place).	2.1.2. Use observation, maps, and other tools to identify, compare, and contrast the physical characteristics of places and regions (Location, Region, Place).	2.1.3. Describe and interpret the physical processes that shape places and regions (Location, Region, Place).
2.2 Describe the patterns humans make on places and regions.		
2.2.1. Observe and describe the human characteristics of the local area and Washington State (Location, Region, Place, Human/Environment Interaction).	2.2.2. Use observation, maps, and other tools to identify and to compare and contrast the patterns humans make on places and regions (Location, Region, Place, Human/Environment Interaction).	2.2.3. Analyze how social, cultural, and economic influences shape the physical features of places and regions (Five Themes).
2.3 Identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions.		
2.3.1. Describe how distinct physical and human characteristics and their interactions define the Pacific Northwest as a region (Five Themes).	2.3.2. Examine the Pacific Northwest as part of the Pacific Rim region and describe similarities and differences among Pacific Rim countries with regard to oceans, landforms, trade, and culture (Five Themes).	2.3.3. Analyze how cultural and physical features define the Pacific Rim as a region (Five Themes).

3. **The student observes and analyzes the interaction between people, the environment, and culture.**

To meet this standard, the student will:

BENCHMARK 1—GRADE 5	BENCHMARK 2—GRADE 8	BENCHMARK 3—HIGH SCHOOL
3.1. Identify and examine people's interaction with and impact on the environment.		
3.1.1a. Identify choices individuals have in how they interact with the environment (Human/ Environment Interaction, Region).	3.1.2a. Analyze the different ways people use the environment, identify the consequences of use, and consider possible alternatives (Human/Environment Interaction, Region).	3.1.3a. Analyze and evaluate the positive benefits and negative consequences of people's different uses of the environment (Human/Environment Interaction, Region).
	3.1.2b. Explain how the actions and interactions of human societies affect and are affected by the environment with regard to air, water, and land issues (Human/Environment Interaction, Region)	3.1.3b. Analyze how environmental knowledge and responsible action can encourage species' survival in the midst of air, water, and land issues (Human/ Environment Interaction, Region).
3.2. Analyze how the environment and environmental changes affect people.		
3.2.1a. Describe how differing environments both provide varying opportunities and set limits for human activity (Human/Environment Interaction, Region, Place).	3.2.2a. Explain how the physical environment impacts how and where people live and work. (Human/ Environment Interaction, Region, Place, Movement).	3.2.3a. Detect and interpret how changes in the physical environment enhance or diminish its capacity to support human activity (Five Themes).
3.2.1b. Describe how people adapt to their environment to meet basic human needs and concerns (Human/ Environment Interaction, Region).	3.2.2b. Examine how technology can affect people's interaction with the environment (Human/ Environment Interaction, Region, Movement).	3.2.3b. Analyze how technological innovation may both solve environmental problems and create new ones (Five Themes).
3.3. Examine cultural characteristics, transmission, diffusion, and interaction.		
3.3.1a. Know that people are born into societies that consist of different racial, ethnic, religious, and/or social groups (Location, Region, Place).	3.3.2a. Identify the many groups and subcultures that exist within large societies and the ways they interact (Location, Region, Place, Movement).	3.3.3a. Evaluate how the numerous subcultures that comprise a national culture interact and examine the consequences of their interaction (Five Themes).
3.3.1b. Identify the ways cultural traditions are expressed through artistic creations and use of the environment (Five Themes).	3.3.2b. Explain how some forms of cultural communication contribute to societal cohesion and/or division (Five Themes).	3.3.3b. Analyze how peoples' responses to policy debates are shaped by cultural influences (Five Themes).
3.3.1c. Recognize the positive and negative outcomes that can result when people of different cultural backgrounds interact and understand how an awareness of cultural traditions can help in cross-cultural communication (Five Themes).	3.3.2c. Identify how people develop their understandings of culture through the exchange of ideas, art, music, natural resources, and goods and services (Five Themes)	3.3.3c. Examine how communication technologies are bridging and impacting cultures (Five Themes).

Essential Academic Learning Requirements

History

1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.

To meet this standard, the student will:

1.1 Understand and analyze historical time and chronology
1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history
1.3 Examine the influence of culture on United States, world, and Washington State history

2. The student understands the origin and impact of ideas and technological developments on history.

To meet this standard, the student will:

2.1 Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict
2.2 Understand how ideas and technological developments influence people, culture, and environment

1. **The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.**

To meet this standard, the student will:

Benchmark 1 – Grade 5	Benchmark 2 – Grade 8	Benchmark 3 – High School
1.1 Understand and analyze historical time and chronology		
1.1.1a Group personal, local, state, and national events in terms of past, present, and future, and place in proper sequence on a timeline.	1.1.2a Group events and individuals by broadly defined historical eras and develop related timelines; compare and contrast different cultural measurements of time.	1.1.3a Group events and individuals by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in a succession of related events; compare and contrast different cultural perceptions of time
1.1.1b Identify and analyze relationships between historical events	1.1.2b Using evidence for support, identify, analyze, and explain possible causal factors contributing to given historical events	1.1.3b Compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability
1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history		
United States History		
US1.2.1 Describe and compare patterns of life over time in the following historical periods: • "Indian" cultures (prehistory to 1492) • Worlds Meet: Western Europe, West Africa, the Americas • Settlement and Colonization (1607-1776) • Revolution and Constitution (1754-1789) • U.S. Expansion (1776-1850	US1.2.2 Identify and analyze major issues, people, and events in U.S. history from the Revolution to 1900 including: • Revolution, Constitution, and New Nation (1763-1820) • Expansion and Reform (1801-1861) • Civil War and Reconstruction (1850-1877) • Industrialization, Immigration, Urbanization (1870-1900)	1.2.3 Identify and analyze major concepts, people, and events in 20th century U.S. History including: • Emergence of America as a world power (1890-1918) • Reform, prosperity, and depression • WW II, the Cold War, and International Relations (1939-Present) • Post-World War II domestic, political, social, and economic issues (1945-present)
World History		
WH1.2.1 Describe similarities and differences between families, communities, and cultures past and present; describe similarities and differences in the ways families, communities, and cultures address human needs over time; describe ways in which stories, folktales, and the arts serve as expressions of cultures	WH1.2.2 Compare and contrast elements of culture (e.g., society, government, economy, technology, arts, ideas, and beliefs) in the following contexts: • Ancient history (prehistory – 600): River civilizations, Greece, Rome, China • World History (600-1600): Medieval Europe/Renaissance, Islam, African Kingdoms, Meso-America, Japan	WH1.2.3 Identify and analyze major concepts, people, and events in world history from 1600 to the present including: • Global expansion and encounter (1450-1770) • Age of Revolutions (1750-1914) • Causes and consequences of WW1 and WWII (1870-1989) • Emergence and development of new nations (1945-present) • Challenges to democracy and human rights (1900-present)

EALR 1 (Continued)

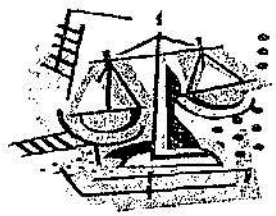
Washington State History		
WA1.2.1 Describe and compare patterns of life over time in Washington State including: • Native cultures of Washington • Maritime and overland exploration and trade (1774-1849) • Immigration, settlement, and interaction of cultures (1830-statehood)	WA1.2.2 Identify and analyze the contributions of the following eras in the development of Washington State: • The emergence of Washington State (statehood-1930) • The Great Depression and World War II (1930-1945) • Post World War II domestic political, social, and economic issues (1945-1980) • Contemporary Washington (1980-present)	The essential learnings for Washington State History are completed for most students at the second benchmark
1.3 Examine the influence of culture on United States, world, and Washington State history		
1.3.1 Describe the contributions of people from various cultural groups to the development of local, Washington State, and U.S. history	1.3.2 Examine the development of different cultures in Washington State, U.S., and world history	1.3.3 Examine and analyze how the contributions of various cultural groups influence society.

2. **The student understands the origin and impact of ideas and technological developments on history.**

To meet this standard, the student will:

BENCHMARK 1 – GRADE 5	BENCHMARK 2 – GRADE 8	BENCHMARK 3 – HIGH SCHOOL
Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict (cross reference with the themes and topics outlined under the United States, world, and Washington State history headings)		
2.1.1 Explain how an idea has affected the way people live	2.1.2 Explain the origin and historical context of major ideas and their impact on societies	2.1.3 Compare and analyze major ideas in different places, times, and cultures, and how those ideas have brought about continuity, change, or conflict
2.2. Understand how ideas and technological developments influence people, culture, and environment		
2.2.1 Describe instances in which new technology has led to changes in values, beliefs, and attitudes	2.2.2 Interpret how changing technologies have shaped ideas and attitudes, and analyze the impact of ideas and technological developments on society and culture	2.2.3 Analyze how technological developments have changed people's ideas about the natural world and evaluate their short and long-term consequences

Essential Academic Learning Requirements



CIVICS

1. **The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.**

To meet this standard, the student will:

1.1 Understand and interpret the major ideas set forth in the Declaration of Independence, the Constitution, and other foundational documents

1.2 Examine key ideals of United States democracy such as individual human dignity, liberty, justice, equality, and the rule of law

1.3 Examine representative government and citizen participation

2. **The student analyzes the purposes and organization of government and laws.**

To meet this standard, the student will:

2.1 Understand and explain the organization of government at the federal, state, and local level including the executive, legislative, and judicial branches.

2.2 Understand the function and effect of law

2.3 Compare and contrast democracies with other forms of government

3. The student understands the purposes and organization of international relationships and how United States foreign policy is made.

To meet this standard, the student will:
1.1 Understand how the world is organized politically and how nations interact
1.2 Recognize factors and roles that affect the development of foreign policy by the United States, other nations, and multinational organizations

4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

To meet this standard, the student will:
4.1 Understand individual rights and their accompanying responsibilities including problem-solving and decision-making at the local, state, national, and international level
4.2 Identify and demonstrate rights of United States citizenship related to school, local, state, national, and international issues
4.3 Explain how various stakeholders influence public policy

Civics Essential Academic Learning Requirements

1. **The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.**

To meet this standard, the student will:

BENCHMARK 1 – GRADE 5	BENCHMARK 2 – GRADE 8	BENCHMARK 3 – HIGH SCHOOL
1.1 Understand and interpret the major ideas set forth in the Declaration of Independence, the Constitution, and other foundational documents		
1.1.1a Identify and describe the essential characteristics of the Declaration of Independence	1.1.2a Describe the origins and creation of foundational documents such as the Declaration of Independence and the Constitution	1.1.3a Explain key concepts found within foundational documents and evaluate their impact on the contemporary U.S. political system
1.1.1b Identify and describe the essential characteristics of the Constitution	1.1.2b Explain specific rights guaranteed by the Constitution and how these rights are related to responsibilities	1.1.3b Analyze how specific rights guaranteed by the Constitution can be modified as the Constitution remains open to change and interpretation
1.2 Examine key ideals of United States democracy		
1.2.1a Identify key democratic ideals of U.S. government	1.2.2a Explain key democratic ideals of the U.S. government and discuss their application in specific situations	1.2.3a Examine the origins and continuing influence of key democratic ideals of the U.S. government
1.2.1b Identify the traits of responsible citizenship and explain how they contribute to the democratic ideal	1.2.2b Describe efforts to reduce differences between democratic ideals and realities	1.2.3b Analyze why democratic ideals demand that people work together to reduce the disparity between those ideals and realities
1.3 Examine representative government and citizen participation		
1.3.1a Identify examples of rights and responsibilities of citizenship	1.3.2a Explain how U.S. citizens govern through representative government and empower representatives to make, interpret, and enforce laws to carry out public policy	1.3.3a Examine and evaluate how citizens use and influence governmental institutions and processes to solve problems
	1.3.2b Explain how the U.S. government includes concepts of both a democracy and a republic	1.3.3b Analyze the differences between democracy and a republic in relation to the U.S. form of government

Civics Essential Academic Learning Requirements

2. The student analyzes the purposes and organization of governments and laws.

To meet this standard, the student will:

BENCHMARK 1 – GRADE 5	BENCHMARK 2 -- GRADE 8	BENCHMARK 3 – HIGH SCHOOL
2.1 Understand and explain the organization of federal, state, and local government including the executive, legislative, and judicial branches at, and among, the three levels of government.		
2.1.1a Identify the people and entities who make, apply, and enforce rules and laws	2.1.2a Describe how the state and federal government derives its power from the consent of the governed through voting, constituent meetings	2.1.3a Examine and explain constitutional principles that establish and limit government
2.1.1b Distinguish among local, state, and national public servants	2.1.2b Describe the structure of state and federal government including the legislative, executive, and judicial branches; federal, state, and local levels; and political parties	2.1.3b Analyze problems and solutions related to the distribution of power between the legislative, executive, and judicial branches of government
2.2 Understand the function and effect of law		
2.2.1 Explain the purpose of rules and laws	2.2.2 Distinguish among making, enforcing, and interpreting laws	2.2.3 Explain how the Constitution is maintained as the supreme law of the land and how it is changed or amended
2.3 Compare and contrast democracies with other forms of government		
2.3.1a Explain what government is and what governments do	2.3.2a Describe the purposes of government and how its powers are acquired, used, and justified	2.3.3a Explain the purposes of government and analyze how its powers are acquired, used, justified, and balanced
2.3.1b Understand that different societies have different forms of government	2.3.2b Describe a variety of forms of government	2.3.3b Compare and contrast U.S. democracy and other forms of government
	2.3.2c Explain how various forms of government have different effects on the lives of people	2.3.3c Analyze and explain how citizens can influence governments through voting, lobbying, protesting, revolution

Civics Essential Academic Learning Requirements

3. **The student understands the purposes and organization of international relationships and how United States foreign policy is made.**

To meet this standard, the student will:

BENCHMARK 1 – GRADE 5	BENCHMARK 2 – GRADE 5	BENCHMARK 3 – HIGH SCHOOL
3.1 Understand how the world is organized politically and how nations interact		
3.1.1a Explain what a nation is and how the world is divided into many nations	3.1.2a Describe and explain how national interests affect international relations	3.1.3a Analyze the relationships and tensions between national interests and international issues
	3.1.2b Describe U.S. roles and interests in major international organizations and international political alliances	3.1.3b Evaluate how national interests are maintained through international agreements, treaties, and alliances
3.2 Recognize factors and roles that affect the development of foreign policy by the United States		
3.2.1a Provide examples of conflict, cooperation, and interdependence among individuals, groups, and nations	3.2.2a Define foreign policy and identify the factors that influence	3.2.3a Explain how conditions and motivations affect the development of foreign policy
3.2.1b Explain why a nation would want to develop relationships with other nations	3.2.2b Describe and explain historical and contemporary examples of U.S. foreign policy	3.2.3b Evaluate foreign policy decisions and how they affect nations
	3.2.2c Identify and describe the roles of international and multinational organizations in foreign policy	3.2.3c Select, apply, and defend criteria for evaluating the conduct of particular international organizations

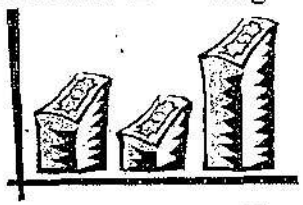
Civics Essential Academic Learning Requirements

4. **The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.**

To meet this standard, the student will:

BENCHMARK 1 – GRADE 5	BENCHMARK 2 – GRADE 8	BENCHMARK 3 – HIGH SCHOOL
4.1 Understand individual rights and their accompanying responsibilities at the local, state, national, and international level		
4.1.1a Identify individual rights and the responsibilities they imply and the importance of respecting the rights of others	4.1.2a Explain how responsibility to the common good might conflict with the exercise of individual rights	4.1.3a Analyze how individual rights can be balanced with the common good
	4.1.2b Examine why democracy requires government to protect the rights of citizens and to promote the common good	4.1.3b Analyze why democracy requires citizens to deliberate on public problems and participate in collective decision making
4.2 Identify and demonstrate rights of United States citizenship related to local, state, national, and international issues		
4.2.1a Participate in civic discussion pertaining to public issues at school and in the local community	4.2.2a Participate in civic discussions with the aim of solving current problems (e.g., curfew, timber policies, or foreign aid policies)	4.2.3a Engage in oral and written civic discourse to analyze pressing controversial issues and evaluate competing solutions
4.2.1b Explain the important characteristics of U.S. citizenship	4.2.2b Discuss how voting in a representative democracy is a privilege and a responsibility	4.2.3b Evaluate campaign and voting materials and activities and explain the importance of responsible voting
4.3 Explain how various stakeholders influence public policy		
4.3.1a Describe how one person can make a difference in school or the local community	4.3.2a Analyze the influence of various interest groups and individuals on the development of public policy and decision-making	4.3.3a Evaluate how corporations, government agencies, organizations, and public opinion influence the development of public policy
	4.3.2b Describe the relationship between civic responsibility and public service	4.3.3b Investigate possible careers in the field of public service

Essential Academic Learning Requirements



ECONOMICS

1. Students understand the impact of scarcity on their personal lives and on the households, businesses, governments, and societies in which they are participants.

To meet this standard, the student will:

1.1 Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.

1.2 Understand that the availability and use of resources influences the production of goods and services in the economy.

2. Students understand the essential characteristics of past and present economic systems.

To meet this standard, the student will:

2.1 Recognize that both buyers and sellers participate in voluntary trade because both expect to gain.

2.2 Explain how different economic systems produce, distribute, and exchange goods and services.

2.3 Understand that prices in competitive markets create incentives that influence the choices of buyers and sellers.

2.4 Understand that investment in people, tools, and technology affects employment levels and standards of living.

3. Students understand the role of government and institutions in past and present economic systems.

To meet this standard, the student will:

3.1 Analyze the role of government as participant in an economy through taxation, spending, and policy setting.

3.2 Understand the role of money, banking, and financial institutions and how individuals and businesses use them.

Economics Essential Academic Learning Requirements

1. **Students understand the impact of scarcity on their personal lives and on the households, businesses, governments, and societies in which they are participants.**

To meet this standard, the student will:

BENCHMARK 1 – GRADE 5	BENCHMARK 2 – GRADE 8	BENCHMARK 3 – HIGH SCHOOL
1.1 Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.		
1.1.1a Recognize that wants exceeding available resources implies alternative uses of the resources and forces individuals into making choices. Every choice has an associated opportunity cost in both a personal and community context.	1.1.2a Provide examples of how groups and individuals face choices and consider price and personal values, etc., in making choices in present and in historical situations (opportunity cost)	1.1.3a Using the concepts of scarcity, choice, and incentives explain the use of a resource.
		1.1.3b Analyze how choices made by groups and individuals can impose costs on others.
1.2 Understand that the availability and use of resources influences the production of goods and services to the economy.		
1.2.1a Differentiate among resources (factors of production), goods, and services.	1.2.2a Give examples of how factors of production (labor, capital, resources, and entrepreneurship) work together to produce goods and services	1.2.3a Identify how the cost of resources impact production decisions.
		1.2.3b Explain how the difficulty of assessing the real costs of resources has consequences on present and future production and quality of life

Economics Essential Academic Learning Requirements

2. Students understand the essential characteristics of past and present economic systems.

To meet this standard, the student will:

BENCHMARK 1 – GRADE 5	BENCHMARK 2 – GRADE 8	BENCHMARK 3 – HIGH SCHOOL
2.1 Recognize that both buyers and sellers participate in voluntary trade because both expect to gain		
2.1a. Recognize that people trade or exchange goods and services only when they think they will gain.	2.1.2a Understand that when trade occurs, people benefit and have a broader range of choices.	2.1.3a Explain how comparative advantage within markets leads to production choices and specialization
2.1.1b Describe how markets are created by buyers and sellers exchanging goods and services.	2.1.2b Describe circular flow where households sell labor and buy goods and businesses sell goods and services and buy labor.	
2.2 Explain how different economic systems produce, distribute, and exchange goods and services.		
2.2.1a Recognize that economies distribute and exchange goods and services in different ways depending on laws, values, and customs.	2.2.2a Understand how differences in property rights, ownership, and non-economic values and beliefs result in different methods of production and distribution of goods and services	2.2.3a Evaluate how the nature of distribution may advantage or disadvantage particular groups of people
	2.2.2b Describe ways that labor organizations and employers negotiate	2.2.3b Predict how a change in a law or custom could affect production, distribution, or consumption of a good or service
		2.2.3c Evaluate how the characteristics of economic systems may advantage or disadvantage particular groups of people
BENCHMARK 1 – GRADE 5	BENCHMARK 2 – GRADE 8	BENCHMARK 3 – HIGH SCHOOL
2.3 Understand that prices in competitive markets create incentives that influence the choices of buyers and sellers.		
2.3.1a Understand that competition is when there are buyers and sellers of similar products in the same market at the same time	2.3.2a Explain the two forces of supply and demand and the interaction between them	2.3.3a Explain how prices provide information and serve as incentives that assist producers and consumers in making decisions
2.3.1b Explain that consumer choices are influenced by advertising	2.3.2b Explain how prices, costs, substitutes, advertising, tastes, and values interact with supply and demand	2.3.3b Analyze how prices coordinate production and exchange in domestic and international markets
2.4 Understand that investment in people, tools, and technology affect employment levels and standard of living		
2.4.1a Explain how various forms of investment affect individuals and societies in neighborhoods, communities, and countries	2.4.2a Define productivity and describe how productivity improvements may result in a higher standard of living	2.4.3a Explain how investments in human capital can increase productivity but such investments entail opportunity costs and risks
	2.4.2b Explain how technological change has lowered the cost of products or provided new products that enhance the quality of life	

Economics Essential Academic Learning Requirements

3. **Students understand the role of government and institutions in past and present economic systems.**

To meet this standard, the student will:

BENCHMARK 1 – GRADE 5	BENCHMARK 2 – GRADE 8	BENCHMARK 3 – HIGH SCHOOL
3.1 Analyze the role of government as participant in an economy through taxation, spending, and policy setting		
3.1.1a Provide examples of the four aspects of the function of governments (Reallocation of resources, provision of public goods and services, a legal system, and redistribution of income between income groups)	3.1.2a Explain that taxation supports public goods and services	3.1.3a Analyze costs and benefits of the role of government in establishing and enforcing property rights or contractual agreements to protect the producer and consumer while attending to the public interest
	3.1.2b Explain the need to establish a legal framework to protect property and other rights	3.1.3b Analyze costs and benefits of how governments redistribute income through taxation and government expenditures
		3.1.3c Compare the costs and benefits of policies that alter trade
		3.1.3d Assess government roles in context of past and present business cycles
3.2 Understand the role of money, banking, and financial institutions and how individuals and businesses use them		
3.2.1a Explain how money makes trading easier by replacing barter with currency, coins, or checks	3.2.2a Describe how financial institutions transfer funds from savers to borrowers and investors	3.2.3a Understand the role of national and international financial institutions in controlling the monetary supply, influencing prices and production, and the activities of other financial institutions
	3.2.2b Understand that money, as a medium of exchange, serves as a temporary store of value, decreases transaction costs, and a measure of account	

1. **The student understands and applies arts knowledge and skills.**

To meet this standard the student will:

1.1. Understand arts concepts and vocabulary.
1.2. Develop arts skills and techniques.
1.3. Understand and apply arts styles from various artist, cultures, and times.
1.4. Apply audience skills in a variety of arts settings and performances.

2. **The student demonstrates thinking skills using artistic processes.**

To meet this standard the student will:

2.1. Apply a creative process in the arts:

- **Conceptualize** the context or purpose.
- **Gather** information from diverse sources.
- **Develop** ideas and techniques.
- **Organize** arts elements, forms, and/or principles into a creative work.
- **Reflect** for the purpose of elaboration and self-evaluation.
- **Refine** work based on feedback.
- **Present** work to others.

2.2. Apply a performance process in the arts:

- **Identify** audience and purpose.
- **Select** artistic work (repertoire) to perform.
- **Analyze** structure and background of work.
- **Interpret** by developing a personal interpretation of the work.
- **Rehearse, adjust, and refine** through evaluation and problem solving.

- **Present** work for others.
- **Reflect** and **evaluate.**

2.3 Apply a responding process to an arts presentation.

- **Engage** actively and purposefully.
- **Describe** what is seen and/or heard.
- **Analyze** how the elements are arranged and organized.
- **Interpret** based on descriptive properties.
- **Evaluate** using supportive evidence and criteria.

Essential Academic Learning Requirements —The Arts (Cont.)

3. **The student communicates through the arts.**

   To meet this standard the student will:
   - 3.1. Use the arts to express and present ideas and feelings.
   - 3.2. Use the arts to communicate for a specific purpose.
   - 3.3. Develop personal aesthetic criteria to communicate artistic choices.

4. **The student makes connections within and across the arts to other disciplines, life, cultures, and work.**

   To meet this standard the student will:
   - 4.1. Demonstrate and analyze the connections among the arts disciplines.
   - 4.2. Demonstrate and analyze the connections among the arts and other content areas.
   - 4.3. Understand how the arts impact lifelong choices.
   - 4.4. Understand that the arts shape and reflect culture and history.
   - 4.5. Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work

1. **The student understands and applies arts knowledge and skills.**

To meet this standard, the student will:

BENCHMARK 1—GRADE 5	BENCHMARK 2—GRADE 8	BENCHMARK 3—HIGH SCHOOL
1.1. Understand arts concepts and vocabulary.		
Identify and use visual art, dance, theatre, and music vocabulary and concepts.	Explain and apply the concepts of visual art, dance, theatre, and music using arts vocabulary.	Analyze and interpret works of visual art, dance, theatre, and music using arts concepts and vocabulary.
1.2. Develop arts skills and techniques.		
Identify and use basic arts skills and techniques.	Develop arts skills and techniques.	Refine and extend arts skills and techniques.
1.3. Understand and apply arts styles from various artists, cultures, and times.		
Identify specific attributes of art works of various artists, cultures, and times using arts vocabulary.	Apply techniques from various artists, cultures, and/or times.	Transfer understandings from one artistic style to a larger group of artworks.
1.4. Apply audience skills in a variety of arts settings and performances.		
Demonstrate audience conventions in a variety of arts settings and performances.	Understand and demonstrate the relationship and interactive responsibilities of the artist/performer and audience.	Articulate how audience conventions and responsibilities differ according to style and culture.

2. **The student demonstrates thinking skills using artistic processes.**

To meet this standard, the student will:

BENCHMARK 1—GRADE 5	BENCHMARK 2—GRADE 8	BENCHMARK 3—HIGH SCHOOL
2.1. Apply a creative process in the arts: conceptualize the context or purpose, gather information from diverse sources, develop ideas and techniques, organize arts elements, forms, and/or principles into a creative work, reflect for the purpose of elaboration and self evaluation, refine work based on feedback, present work to others.		
Develop work using a creative process with instructor direction.	Develop work using a creative process with instructor assistance.	Develop work using a creative process independently.
2.2. Apply a performance process in the arts: identify audience and purpose, select artistic work (repertoire) to perform, analyze structure and background of work, interpret by developing a personal interpretation of the work, rehearse, adjust, and refine through evaluation and problem solving, present work for others, reflect and evaluate.		
Develop work using a performance process with instructor direction.	Develop work using a performance process with instructor assistance.	Develop work using a performance process independently.
2.3. Apply a responding process to an arts presentation: engage actively and purposefully, describe what is seen and/or heard, analyze how the elements are arranged and organized, interpret based on descriptive properties, evaluate using supportive evidence and criteria.		
Apply a responding process to an arts presentation with instructor direction.	Apply a responding process to an arts presentation with instructor assistance.	Apply a responding process to an arts presentation independently.

3. **The student communicates through the arts.**

To meet this standard, the student will:

BENCHMARK 1—GRADE 5	BENCHMARK 2—GRADE 8	BENCHMARK 3—HIGH SCHOOL
3.1. Use the arts to express and present ideas and feelings.		
Express personal ideas and feelings through the arts	Express ideas and feelings using artistic symbols in a variety of styles.	Express ideas and feelings through the arts in a variety of forms and styles.
3.2. Use the arts to communicate for a specific purpose.		
Create and/or perform an artwork to communicate for a given purpose with instructor direction.	Create and/or perform an artwork to communicate for a selected purpose with instructor assistance.	Analyze how the deliberate use of artistic elements communicates for a specific purpose.
3.3. Develop personal aesthetic criteria to communicate artistic choices.		
Explain how personal aesthetic criteria is reflected in artwork.	Explain how aesthetic choices are influenced by culture and history.	Analyze how cultural and historical perspectives influence personal aesthetic criteria.

4. **The student makes connections within and across the arts, to other disciplines, life, cultures, and work.**

To meet this standard, the student will:

BENCHMARK 1—GRADE 5	BENCHMARK 2—GRADE 8	BENCHMARK 3—HIGH SCHOOL
4.1. Demonstrate and analyze the connection among the arts disciplines.		
Describe skills, concepts, and vocabulary common among arts disciplines.	Compare and contrast attributes of personal artwork with other arts disciplines.	Analyze an arts presentation that integrates two or more arts disciplines.
4.2. Demonstrate and analyze the connection between the arts and other content areas.		
Identify skills, concepts, and vocabulary common to the arts and other content area	Explain relationships between the arts and other content areas.	Integrate and adapt skills within the arts and other content areas.
4.3. Understand how the arts impact lifelong choices.		
Analyze how the arts impact personal and community choices.	Analyze how the arts impact choices in natural and constructed environments.	Analyze how the arts impact economic choices.
4.4. Understand that the arts shape and reflect culture and history.		
Identify specific attributes of artworks that reflect culture.	Compare and contrast specific attributes of artworks that reflect culture and history.	Identify specific attributes of artworks that shape culture and history.
4.5. Demonstrate knowledge of arts careers and the role of the arts skills in the world of work.		
Describe career roles in the arts, demonstrates arts skills used in the world of work.	Describe work habits and skills needed for careers in the arts, explains how art skills and knowledge are used in the world of work.	Assume roles of arts careers and practices appropriate work habits and skills, analyzes and interprets how arts skills and knowledge influence the world of work

Essential Academic Learning Requirements

Health and Fitness

Introduction to Health and Fitness

Health and Fitness for Today and Tomorrow

An understanding of good health and fitness concepts and practices is essential for students. Businesses have already begun to realize the extent to which poor health can undermine an employee's effectiveness and ability to succeed. The same is true of students. Teaching our student's good health and safety principles can lead to a life of healthy practices, resulting in more productive, active, and successful lives. The Essential Academic Learning Requirements in health and fitness establish the concepts and skills necessary for safe and healthy living, and in turn, for successful learning.

Essential Academic Learning Requirements—Health and Fitness

1. **The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.**

   To meet this standard, the student will:
   1.1. Develop fundamental and complex movement skills as developmentally appropriate.
   1.2. Safely participate in a variety of developmentally appropriate physical activities.
   1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.
   1.4. Understand the relationship of nutrition and food nutrients to physical performance and body composition.

2. **The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.**

   To meet this standard, the student will:
   2.1. Recognize patterns of growth and development.
   2.2. Understand the concept of control and prevention of disease.
   2.3. Acquire skills to live safely and reduce health risks.

3. **The student analyzes and evaluates the impact of real-life influences on health.**

   To meet this standard, the student will:
   3.1. Understand how environmental factors affect one's health (air, water, noise, chemicals).
   3.2. Gather and analyze health information.
   3.3. Use social skills to promote health and safety in a variety of situations.
   3.4. Understand how emotions influence decision-making.

4. **The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.**

   To meet this standard, the student will:
   4.1. Analyze health and safety information.
   4.2. Develop a health and fitness plan and a monitoring system.

1. **The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.**

To meet this standard, the student will:

BENCHMARK 1—GRADE 5	BENCHMARK 2—GRADE 8	BENCHMARK 3—HIGH SCHOOL
1.1. Develop fundamental and complex movement skills, as developmentally appropriate.		
Demonstrate physical skills (loco-motor, non-loco-motor, and manipulative) that contribute to movement proficiency.	Perform fundamental movement combinations (run/catch, catch/throw; dribble pass).	Apply movement principles and skills to complex activities that enhance a physically active life.
1.2. Safely participates in a variety of developmentally appropriate physical activities.		
Follows rules and safety procedures while participating in a variety of physical activities.	Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.	Incorporates safety procedures into activities and individual fitness plans for leisure and employment.
1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.		
Develop a fitness vocabulary and awareness of fitness concepts while participating regularly in a variety of physical activities for fitness and play.	Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility-and body composition.	Develop and monitor progress on individualized fitness goals based on fitness profiles and national guidelines in relation to work, activities, and leisure.
1.4. Understand the relationship of nutrition and food nutrients to physical performance and body composition.		
Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.	Design nutrition goals based on national dietary guidelines and individual activity needs.	Develop and monitor progress on personal nutrition goals based on national dietary guidelines and individual needs.
Recognize the physical benefits of movement, fitness, and nutrition.	Analyze the effects of movement, fitness, and nutrition practices.	Compare and contrast the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities.

2. **The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.**

To meet this standard, the student will:

BENCHMARK 1—GRADE 5	BENCHMARK 2—GRADE 8	BENCHMARK 3—HIGH SCHOOL
2.1. Recognize patterns of growth and development.		
Describe the structure and function of human body systems.	Describe the physical, emotional, intellectual, and social changes that occur during puberty.	Identify and plan for coping with situations related to the physical, social, and emotional transition from adolescence to adulthood as related to the reproductive health.
Identify hereditary factors that affect growth and development.	Identify hereditary factors that affect growth, development, and health.	Develop strategies to manage hereditary factors that affect growth development and health.
Describe the influence on nutrition on health and development.	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.	Describe how nutrition, rest, exercise, disease, and substance abuse influence health throughout the life span.
2.2. Understand the concept of control and prevention of disease.		
Identify and demonstrate skills that help in the prevention of non-communicable diseases.	Describe health care practices that result in early detection, treatment, and monitoring non-communicable diseases.	Evaluate the effect and validity of personal health practices, public policies, research and medical advances on the prevention and control of non-communicable diseases.
Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases.	Describe personal and health care practices that result in prevention, detecting, and treatment of communicable diseases.	Evaluate the effect and validity of personal health practices, public policies, research, and medical advances on the prevention and control of communicable diseases.
2.3. Acquire skills to live safely and reduce health risks.		
Explain one's right to personal and physical safety.	Explain the adverse physical, emotional, and economic consequences of being sexually active.	Describe the responsibilities associated with abstinence, sexual activity, and the avoidance of pregnancy and sexually transmitted diseases (STDs).
Identify abusive and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community.	Anticipate abuse and risky situations and demonstrate safe behavior to minimize risk and prevent injury to self and others at home, school, and in the community.	Develop strategies for self and others to promote non-abusive and safe environments and to demonstrate safe and respectful behaviors at home, school, and in the community
Identify sources to ask for help in an emergency or crisis.	Recognize emergency situations and respond appropriately and safely.	Maintain emergency first-aid skills to assist self and others, when necessary.
Identify the differences between harmful and helpful stress: recognize signals of too much stress and when to ask an adult for help.	Demonstrate skills that help self and others in emergency or crisis.	Develop strategies to manage stress and know how to modify these strategies throughout life.
Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply sills to resist any harmful use of substances.	Identify ways to use stress positively and develop short-term strategies to reduce harmful stress.	Analyze the implications of decisions regarding the use of nicotine, alcohol, and other drugs, based on laws, and the steps leading to dependence or addiction.
	Anticipate situations that involve pressure to abuse legal or use illegal drugs and plan how to reduce drug risks.	

3. **The student analyzes and evaluates the impact of real-life influences on health.**

To meet this standard, the student will:

BENCHMARK 1—GRADE 5	BENCHMARK 2—GRADE 8	BENCHMARK 3—HIGH SCHOOL
3.1. Understand how environmental factors that affect one's health (air, water, noise, chemicals),		
Identify environmental factors that affect health.	Describe the influence of environmental factors that positively and negatively affect health.	Assess how the environment impacts choosing healthy places to live, work, and recreate.
3.2. Gather and analyze health information.		
Determine reliable sources of health information.	Distinguish between safe and unsafe use of health-care products.	Evaluate the accuracy and usefulness of health information for selection of products and services.
Identify messages about safe and unsafe behaviors *such as those found in tobacco or alcohol advertising.*	Identify ways people encourage health and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages.	Analyze the effect of media and technology on personal and community health policy and health promotion.
Demonstrate the ability to practice health-enhancing behaviors and reduce risks.	Analyze health-care needs and identify sources of health care.	Solve a health and fitness problem or issue: *List alternative courses of action. *Choose the course that most fully addresses the needs and requirements of the situation. *Back up the choice with evidence. *Evaluate the outcome.
3.3. Use social skills to promote health and safety in a variety of situations.		
Express emotions constructively and forms safe and respectful relationships.	Express opinions and resolve conflicts constructively while maintaining safe and respectful relationships.	Negotiate conflict situations constructively while maintaining safe and respectful relationships.
Recognize social skills to keep out of trouble and resist pressure from others.	Identify effective social skills to avoid risky situations.	Anticipate emotional situations and develop strategies to act in ways that are safe to self and others.
3.4. Understand how emotions influence decision-making.		
Recognize a variety of emotions and how they affect self and others. Develop strategies about how to act in emotional situations.	Describe how emotions may influence decision making and strategies about how to act in emotional situations.	Anticipate emotional situations and develop strategies to act in ways that are safe to self and others.

4. **The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.**

To meet this standard, the student will:

BENCHMARK 1—GRADE 5	BENCHMARK 2—GRADE 8	BENCHMARK 3—HIGH SCHOOL
4.1. Analyze health and safety information.		
Identify how fitness and healthy living are requires for careers and occupations.	Identify workplace health and safety issues associated with occupational/career fields of interest.	Investigate the health and fitness requirements for occupational/career areas of interest.
4.2. Develop a health and fitness plan and a monitoring system.		
Set daily goals for improving health and fitness practices.	Develop a support system and record-keeping system to achieve health and fitness goals	Develop, implement, and monitor a personal health and fitness plan, based on life goals for leisure and employment.

BULKY SUB

CASE#07-2-02323-2SEA

SEGMENT 2 OF 2

Exhibit 4

CERTIFICATION OF ENROLLMENT

ENGROSSED SUBSTITUTE HOUSE BILL 1209

Chapter 336, Laws of 1993

53rd Legislature
1993 Regular Session

EDUCATION REFORM--IMPROVEMENT OF STUDENT ACHIEVEMENT

EFFECTIVE DATE: 7/25/93

Passed by the House April 25, 1993
Yeas 81 Nays 17

BRIAN EBERSOLE
Speaker of the
House of Representatives

Passed by the Senate April 24, 1993
Yeas 26 Nays 18

JOEL PRITCHARD
President of the Senate

Approved May 12, 1993

MIKE LOWRY
Governor of the State of Washington

CERTIFICATE

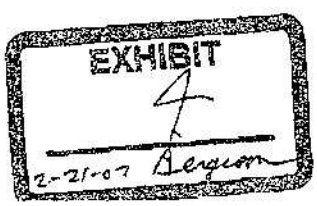
I, Alan Thompson, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is ENGROSSED SUBSTITUTE HOUSE BILL 1209 as passed by the House of Representatives and the Senate on the dates hereon set forth.

ALAN THOMPSON
Chief Clerk

FILED

May 12, 1993 - 4:23 p.m.

Secretary of State
State of Washington



ENGROSSED SUBSTITUTE HOUSE BILL 1209

AS RECOMMENDED BY THE CONFERENCE COMMITTEE

Passed Legislature - 1993 Regular Session

State of Washington 53rd Legislature 1993 Regular Session

By House Committee on Education (originally sponsored by Representatives Peery, Ballard, Dorn, Jones, Brough, R. Meyers, Cothern, Sheldon, Brumsickle, Roland, Eide, Holm, Jacobsen, Thomas, J. Kohl, Ogden, Franklin, G. Cole, Veloria, Wang, H. Myers, Horn, Scott, Karahalios, L. Johnson, Thibaudeau, Wolfe, Leonard, Locke, Basich, Orr, Kessler, Campbell, Linville, Pruitt and Wineberry; by request of Council on Education Reform and Funding)

Read first time 03/01/93.

AN ACT Relating to education; amending RCW 28A.150.210, 28A.630.885, 28A.415.250, 28A.405.140, 28A.300.130, 28A.630.878, 28A.410.030, 28A.225.220, 28A.195.010, and 28A.200.010; amending 1992 c 141 s 509 (uncodified); adding new sections to chapter 28A.630 RCW; adding a new section to chapter 28A.320 RCW; adding a new section to chapter 28A.305 RCW; adding a new section to chapter 28A.415 RCW; adding new sections to chapter 28A.405 RCW; adding new sections to chapter 28A.300 RCW; adding a new section to chapter 28A.310 RCW; adding a new section to chapter 70.190 RCW; adding a new chapter to Title 28A RCW; creating new sections; repealing RCW 28A.630.884; repealing 1992 c 141 s 505; repealing 1992 c 141 s 501; providing an effective date; and providing expiration dates.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Sec. 1. The legislature finds that student achievement in Washington must be improved to keep pace with societal changes, changes in the workplace, and an increasingly competitive international economy.

To increase student achievement, the legislature finds that the state of Washington needs to develop a public school system that

focuses more on the educational performance of students, that includes high expectations for all students, and that provides more flexibility for school boards and educators in how instruction is provided.

The legislature further finds that improving student achievement will require:

(1) Establishing what is expected of students, with standards set at internationally competitive levels;

(2) Parents to be primary partners in the education of their children, and to play a significantly greater role in local school decision making;

(3) Students taking more responsibility for their education;

(4) Time and resources for educators to collaboratively develop and implement strategies for improved student learning;

(5) Making instructional programs more relevant to students' future plans;

(6) All parties responsible for education to focus more on what is best for students; and

(7) An educational environment that fosters mutually respectful interactions in an atmosphere of collaboration and cooperation.

It is the intent of the legislature to provide students the opportunity to achieve at significantly higher levels, and to provide alternative or additional instructional opportunities to help students who are having difficulty meeting the essential academic learning requirements in RCW 28A.630.885.

It is also the intent of the legislature that students who have met or exceeded the essential academic learning requirements be provided with alternative or additional instructional opportunities to help advance their educational experience.

The provisions of chapter . . ., Laws of 1993 (this act) shall not be construed to change current state requirements for students who receive home-based instruction under chapter 28A.200 RCW, or for students who attend state-approved private schools under chapter 28A.195 RCW.

PART I
STUDENT LEARNING GOALS

Sec. 101. RCW 28A.150.210 and 1977 ex.s. c 359 s 2 are each amended to read as follows:

The goal of the Basic Education Act for the schools of the state of Washington set forth in this ((~~1977 amendatory act~~)) chapter shall be to provide students with the opportunity to ((~~achieve those skills which are generally recognized as requisite to learning. Those skills shall include the ability:~~

~~(1) To distinguish, interpret and make use of words, numbers and other symbols, including sound, colors, shapes and textures;~~

~~(2) To organize words and other symbols into acceptable verbal and nonverbal forms of expression, and numbers into their appropriate functions;~~

~~(3) To perform intellectual functions such as problem solving, decision making, goal setting, selecting, planning, predicting, experimenting, ordering and evaluating; and~~

~~(4) To use various muscles necessary for coordinating physical and mental functions~~)) become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

(1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;

(2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;

(3) Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and

(4) Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

NEW SECTION. **Sec. 102.** Section 101 of this act shall take effect September 1, 1994.

PART II
COMMISSION ON STUDENT LEARNING

NEW SECTION. Sec. 201. A new section is added to chapter 28A.630 RCW to read as follows:

Unless the context clearly requires otherwise, the definitions in this section apply throughout RCW 28A.630.885 and 28A.300.130.

(1) "Commission" means the commission on student learning created in RCW 28A.630.885.

(2) "Student learning goals" mean the goals established in RCW 28A.150.210.

(3) "Essential academic learning requirements" means more specific academic and technical skills and knowledge, based on the student learning goals, as determined under RCW 28A.630.885(3)(a). Essential academic learning requirements shall not limit the instructional strategies used by schools or school districts or require the use of specific curriculum.

(4) "Performance standards" or "standards" means the criteria used to determine if a student has successfully learned the specific knowledge or skill being assessed as determined under RCW 28A.630.885(3)(b). The standards should be set at internationally competitive levels.

(5) "Assessment system" or "student assessment system" means a series of assessments used to determine if students have successfully learned the essential academic learning requirements. The assessment system shall be developed under RCW 28A.630.885(3)(b).

(6) "Performance-based education system" means an education system in which a significantly greater emphasis is placed on how well students are learning, and significantly less emphasis is placed on state-level laws and rules that dictate how instruction is to be provided. The performance-based education system does not require that schools use an outcome-based instructional model. Decisions regarding how instruction is provided are to be made, to the greatest extent possible, by schools and school districts, not by the state.

Sec. 202. RCW 28A.630.885 and 1992 c 141 s 202 are each amended to read as follows:

((~~(2)~~)) (1) The Washington commission on student learning is hereby established. The primary purposes of the commission are to identify ((~~what~~)) the knowledge and skills all public school students need to know and be able to do based on the student learning goals ((~~of the governor's council on education reform and funding~~)) in RCW

28A.150.210, to develop student assessment and school accountability systems, and to take other steps necessary to develop a performance-based education system. The commission shall include three members of the state board of education, three members appointed by the governor before July 1, 1992, and ((~~three~~)) five members appointed no later than ((~~February~~)) June 1, 1993, by the governor elected in the November 1992 election. The governor shall appoint a chair from the commission members, and fill any vacancies in gubernatorial appointments that may occur. The state board of education shall fill any vacancies of state board of education appointments that may occur. In making the appointments, educators, business leaders, and parents shall be represented, and nominations from state-wide education, business, and parent organizations shall be requested. Efforts shall be made to ensure that the commission reflects the ((~~cultural~~)) racial and ethnic diversity of the state's K-12 student population and that the major geographic regions in the state are represented. Appointees shall be qualified individuals who are supportive of educational restructuring, who have a positive record of service, and who will devote sufficient time to the responsibilities of the commission to ensure that the objectives of the commission are achieved.

((~~(3) The commission shall begin its substantive work subject to subsection (1) of this section.~~

~~(4)~~)) (2) The commission shall establish ((~~technical~~)) advisory committees. Membership of the ((~~technical~~)) advisory committees shall include, but not necessarily be limited to, professionals from the office of the superintendent of public instruction and the state board of education, and other state and local educational practitioners and student assessment specialists.

((~~(5)~~)) (3) The commission, with the assistance of the ((~~technical~~)) advisory committees, shall:

(a) ((~~Identify what all elementary and secondary students need to know and be able to do. At a minimum, these~~)) Develop essential academic learning requirements ((~~shall include reading, writing, speaking, science, history, geography, mathematics, and critical thinking. In developing these essential academic learning requirements, the commission shall incorporate~~)) based on the student learning goals ((~~identified by the council on education reform and funding~~)) in RCW 28A.150.210. Essential academic learning requirements shall be developed, to the extent possible, for each of the student

learning goals in RCW 28A.150.210. Goals one and two shall be considered primary. Essential academic learning requirements for RCW 28A.150.210(1), goal one, and the mathematics component of RCW 28A.150.210(2), goal two, shall be completed no later than March 1, 1995. Essential academic learning requirements that incorporate the remainder of RCW 28A.150.210 (2), (3), and (4), goals two, three, and four, shall be completed no later than March 1, 1996. To the maximum extent possible, the commission shall integrate goal four and the knowledge and skill areas in the other goals in the development of the essential academic learning requirements;

(b) ((~~By December 1, 1995,~~)) (i) The commission shall present to the state board of education and superintendent of public instruction a state-wide academic assessment system for use in the elementary ((~~grades~~)), middle, and high school years designed to determine if each student has mastered the essential academic learning requirements identified in (a) of this subsection. The academic assessment system shall include a variety of ((~~methodologies~~)) assessment methods, including performance-based measures that are criterion-referenced. Performance standards for determining if a student has successfully completed an assessment shall be initially determined by the commission in consultation with the advisory committees required in subsection (2) of this section.

(ii) The assessment system shall be designed so that the results under the assessment system are used by educators as tools to evaluate instructional practices, and to initiate appropriate educational support for students who ((~~do~~)) have not ((~~master~~)) mastered the essential academic learning requirements at the appropriate periods in the student's educational development. ((~~Mastery of each component of the essential academic learning requirements shall be required before students progress in subsequent components of the essential academic learning requirements. The state board of education and superintendent of public instruction shall implement the elementary academic assessment system beginning in the 1996-97 school year, unless the legislature takes action to delay or prevent implementation of the assessment system and essential academic learning requirements.~~))

(iii) Assessments measuring the essential academic learning requirements developed for RCW 28A.150.210(1), goal one, and the mathematics component of RCW 28A.150.210(2), goal two, shall be initially implemented by the state board of education and

superintendent of public instruction no later than the 1996-97 school year, unless the legislature takes action to delay or prevent implementation of the assessment system and essential academic learning requirements. Assessments measuring the essential academic learning requirements developed for RCW 28A.150.210 (2), (3), and (4), goals two, three, and four, shall be initially implemented by the state board of education and superintendent of public instruction no later than the 1997-98 school year, unless the legislature takes action to delay or prevent implementation of the assessment system and essential academic learning requirements. To the maximum extent possible, the commission shall integrate knowledge and skill areas in development of the assessments.

(iv) Before the 2000-2001 school year, participation by school districts in the assessment system shall be optional. School districts that desire to participate before the 2000-2001 school year shall notify the superintendent of public instruction in a manner determined by the superintendent. Beginning in the 2000-2001 school year, all school districts shall be required to participate in the assessment system.

(v) The state board of education and superintendent of public instruction may modify the essential academic learning requirements and academic assessment system, as needed, in subsequent school years.

(vi) The commission shall develop assessments that are directly related to the essential academic learning requirements, and are not biased toward persons with different learning styles, racial or ethnic backgrounds, or on the basis of gender;

(c) ((~~By December 1, 1996, present to the state board of education and superintendent of public instruction a state-wide academic assessment system for use in the secondary grades designed to determine if each student has mastered the essential academic learning requirements identified for secondary students in (a) of this subsection. The academic assessment system shall use a variety of methodologies, including performance based measures, to determine if students have mastered the essential academic learning requirements, and~~)) After a determination is made by the state board of education that the high school assessment system has been implemented and that it is sufficiently reliable and valid, successful completion of the high school assessment shall lead to a certificate of mastery. The certificate of mastery shall be obtained by most students at about the

age of sixteen, and is evidence that the student has successfully mastered the essential academic learning requirements during his or her educational career. The certificate of mastery shall be required for graduation but shall not be the only requirement for graduation. ((~~The assessment system shall be designed so that the results are used by educators to evaluate instructional practices, and to initiate appropriate educational support for students who do not master the essential academic learning requirements.~~)) The commission shall ((~~recommend~~)) make recommendations to the state board of education ((~~whether the certificate of mastery should take the place of the graduation requirements or be required for graduation in addition to graduation requirements. The state board of education and superintendent of public instruction shall implement the secondary academic assessment system beginning in the 1997-98 school year, unless the legislature takes action to delay or prevent implementation of the assessment system and essential academic learning requirements. The state board of education and superintendent of public instruction may modify the assessment system, as needed, in subsequent school years~~)) regarding the relationship between the certificate of mastery and high school graduation requirements. Upon achieving the certificate of mastery, schools shall provide students with the opportunity to continue to pursue career and educational objectives through educational pathways that emphasize integration of academic and vocational education. Educational pathways may include, but are not limited to, programs such as work-based learning, school-to-work transition, tech prep, vocational-technical education, running start, and preparation for technical college, community college, or university education;

(d) Consider methods to address the unique needs of special education students when developing the assessments in (b) and (c) of this subsection;

(e) ((~~Develop strategies that will assist educators in helping students master the essential academic learning requirements;~~

~~(f) Establish a center the primary role of which is to plan, implement, and evaluate a high quality professional development process. The quality schools center shall: Have an advisory council composed of educators, parents, and community and business leaders, use best practices research regarding instruction, management, curriculum development, and assessment; coordinate its activities with the office~~

~~of the superintendent of public instruction and the state board of education, employ and contract with individuals who have a commitment to quality reform, prepare a six year plan to be updated every two years, and be able to accept resources and funding from private and public sources.~~

~~(g) Develop recommendations for the repeal or amendment of federal, state, and local laws, rules, budgetary language, regulations, and other factors that inhibit schools from adopting strategies designed to help students achieve the essential academic learning requirements.~~

~~(h)~~)) Consider methods to address the unique needs of highly capable students when developing the assessments in (b) and (c) of this subsection;

(f) Develop recommendations on the time, support, and resources, including technical assistance, needed by schools and school districts to help students achieve the essential academic learning requirements. These recommendations shall include an estimate for the legislature, superintendent of public instruction, and governor on the expected cost of implementing the ((~~elementary and secondary~~)) academic assessment system((~~s during the 1995-97 biennium and beyond~~));

((~~(i)~~)) (g) Develop recommendations for consideration by the higher education coordinating board for adopting college and university entrance requirements for public school students that ((~~would assist schools in adopting strategies designed to help students achieve the essential learning requirements~~)) are consistent with the essential academic learning requirements and the certificate of mastery;

((~~(j)~~)) (h) By December 1, ((~~1996~~)) 1998, recommend to the legislature, governor, state board of education, and superintendent of public instruction:

(i) A state-wide accountability system to monitor and evaluate accurately and fairly the level of learning occurring in individual schools and school districts. ((~~The commission also shall recommend to the legislature steps that should be taken to assist school districts and schools in which learning is significantly below expected levels of performance as measured by the academic assessment systems established under this section~~)) The accountability system shall be designed to recognize the characteristics of the student population of schools and school districts such as gender, race, ethnicity, socioeconomic status, and other factors. The system shall include school-site, school district, and state-level accountability reports;

(ii) A school assistance program to help schools and school districts that are having difficulty helping students meet the essential academic learning requirements;

(iii) A system to intervene in schools and school districts in which significant numbers of students persistently fail to learn the essential academic learning requirements; and

(iv) An awards program to provide incentives to school staff to help their students learn the essential academic learning requirements, with each school being assessed individually against its own baseline. Incentives shall be based on the rate of percentage change of students achieving the essential academic learning requirements. School staff shall determine how the awards will be spent.

It is the intent of the legislature to begin implementation of programs in this subsection (3)(h) on September 1, 2000;

((~~(h)~~)) (i) Report annually by December 1st to the legislature, the governor, the superintendent of public instruction, and the state board of education on the progress, findings, and recommendations of the commission; and

((~~(i) Complete other tasks, as appropriate~~)) (j) Make recommendations to the legislature and take other actions necessary or desirable to help students meet the student learning goals.

((~~(6)~~)) (4) The commission shall coordinate its activities with the state board of education and the office of the superintendent of public instruction.

((~~(7)~~)) (5) The commission shall seek advice broadly from the public and all interested educational organizations in the conduct of its work, including holding periodic regional public hearings.

((~~(8)~~)) (6) The commission shall select an entity to provide staff support and the office of ((~~financial management~~)) the superintendent of public instruction shall ((~~contract with that entity~~)) provide administrative oversight and be the fiscal agent for the commission. The commission may direct the office of ((~~financial management~~)) the superintendent of public instruction to enter into subcontracts, within the commission's resources, with school districts, teachers, higher education faculty, state agencies, business organizations, and other individuals and organizations to assist the commission in its deliberations.

((~~(9)~~)) (7) Members of the commission shall be reimbursed for travel expenses as provided in RCW 43.03.050 and 43.03.060.

PART III
STUDENT LEARNING IMPROVEMENT GRANTS

NEW SECTION. Sec. 301. A new section is added to chapter 28A.300 RCW to read as follows:

(1) To the extent funds are appropriated, the office of the superintendent of public instruction shall provide student learning improvement grants for the 1994-95 through 1996-97 school years. The purpose of the grants is to provide funds for additional time and resources for staff development and planning intended to improve student learning for all students, including students with diverse needs, consistent with the student learning goals in RCW 28A.150.210.

(2) To be eligible for student learning improvement grants, school district boards of directors shall:

(a) Adopt a policy regarding the sharing of instructional decisions with school staff, parents, and community members;

(b) Submit school-based applications that have been developed by school building personnel, parents, and community members. Each application shall:

(i) Enumerate specific activities to be carried out as part of the grant;

(ii) Identify the technical resources desired and availability of those resources;

(iii) Include a proposed budget; and

(iv) Indicate that the application was approved by the school principal and representatives of teachers, parents, and the community.

(3) The school board shall conduct at least one public hearing on schools' plans for using the grants before the board approves the plans. Boards may hear and approve more than one school's plan at a hearing. The board shall only submit applications for grants to the superintendent of public instruction if the board has approved the plans.

(4) If the requirements of subsections (2) and (3) of this section are met, the superintendent of public instruction shall approve the grant application.

(5) To the extent funds are appropriated, and for allocation purposes only, the amount of grants for the 1994-95 school year shall be based on time equivalent to no fewer than three days and not more than five days depending upon the number of grant applications received

and on the number of full-time equivalent certificated staff, classified instructional aides, and classified secretaries who work in the school at the time of application. For the 1995-96 and 1996-97 school years, the equivalent of five days annually shall be provided. The allocation per full-time equivalent staff shall be determined in the biennial operating appropriations act. School districts shall use all funds received under this section solely for grants to schools and shall not use any portion of the funds for indirect costs.

(6) The state schools for the deaf and blind may apply for grants under this section.

(7) The superintendent of public instruction shall adopt timelines and rules as necessary under chapter 34.05 RCW to administer the program. The superintendent may modify application requirements for schools that have schools for the twenty-first century projects under RCW 28A.630.100. A copy of the proposed rules shall be submitted to the joint select committee on education restructuring established in section 1001 of this act at least forty-five days prior to adoption of the rules.

(8) Funding under this section shall not become a part of the state's basic program of education obligation as set forth under Article IX of the state Constitution.

NEW SECTION. **Sec. 302.** A new section is added to chapter 28A.305 RCW to read as follows:

School districts may use the application process in section 301 of this act to apply for waivers under RCW 28A.305.140.

PART IV
EDUCATOR TRAINING AND ASSISTANCE PROGRAMS

Sec. 401. RCW 28A.415.250 and 1991 c 116 s 19 are each amended to read as follows:

The superintendent of public instruction shall adopt rules to establish and operate a teacher assistance program. For the purposes of this section, the terms "mentor teachers," "beginning teachers," and "experienced teachers" may include any person possessing any one of the various certificates issued by the superintendent of public instruction under RCW 28A.410.010. The program shall provide for:

(1) Assistance by mentor teachers who will provide a source of continuing and sustained support to beginning teachers, or experienced teachers who are having difficulties, or both, both in and outside the classroom. A mentor teacher may not be involved in evaluations under RCW 28A.405.100 of a teacher who receives assistance from said mentor teacher under the teacher assistance program established under this section. The mentor teachers shall also periodically inform their principals respecting the contents of training sessions and other program activities;

(2) Stipends for mentor teachers and beginning and experienced teachers which shall not be deemed compensation for the purposes of salary lid compliance under RCW ((~~28A.58.095~~)) 28A.400.200: PROVIDED, That stipends shall not be subject to the continuing contract provisions of this title;

(3) Workshops for the training of mentor and beginning teachers;

(4) The use of substitutes to give mentor teachers, beginning teachers, and experienced teachers opportunities to jointly observe and evaluate teaching situations and to give mentor teachers opportunities to observe and assist beginning and experienced teachers in the classroom;

(5) Mentor teachers who are superior teachers based on their evaluations, pursuant to RCW 28A.405.010 through 28A.405.240, and who hold valid continuing certificates;

(6) Mentor teachers shall be selected by the district and may serve as mentors up to and including full time. If a bargaining unit, certified pursuant to RCW 41.59.090 exists within the district, classroom teachers representing the bargaining unit shall participate in the mentor teacher selection process; and

(7) Periodic consultation by the superintendent of public instruction or the superintendent's designee with representatives of educational organizations and associations, including educational service districts and public and private institutions of higher education, for the purposes of improving communication and cooperation and program review.

NEW SECTION. Sec. 402. A new section is added to chapter 28A.415 RCW to read as follows:

(1) To the extent specific funds are appropriated for the pilot program in this section, the superintendent of public instruction shall

establish a pilot program to support the pairing of full-time mentor teachers with experienced teachers who are having difficulties and full-time mentor teachers with beginning teachers under RCW 28A.415.250.

(2) The superintendent of public instruction shall submit a report to the legislature by December 31, 1995, with findings about the pilot program. The report shall include an analysis of the effectiveness of the pilot program in the remediation of teachers having difficulties, recommendations regarding continuing the program, and recommendations on new procedures under chapter 28A.405 RCW regarding teachers who have not shown sufficient progress in the area or areas of teaching skills needing improvement.

(3) The superintendent of public instruction shall appoint an oversight committee, which shall include teachers and administrators from the pilot districts, that shall be involved in the evaluation of the pilot program under this section.

(4) The superintendent of public instruction shall adopt rules as necessary under chapter 34.05 RCW to implement the pilot program established under subsection (1) of this section.

Sec. 403. RCW 28A.405.140 and 1990 c 33 s 387 are each amended to read as follows:

After an evaluation conducted pursuant to RCW 28A.405.100, the ((~~school district~~)) principal or the evaluator may require the teacher to take in-service training provided by the district in the area of teaching skills needing improvement, and may require the teacher to have a mentor for purposes of achieving such improvement.

NEW SECTION. Sec. 404. A new section is added to chapter 28A.405 RCW to read as follows:

(1) To the extent funds are appropriated, the Washington state principal internship support program is created beginning in the 1994-95 school year. The purpose of the program is to provide funds to school districts to hire substitutes for district employees who are in a principal preparation program to complete an internship with a mentor principal.

(2) Participants in the principal internship support program shall be selected as follows:

(a) The candidate shall be enrolled in a state board-approved school principal preparation program;

(b) The candidate shall apply in writing to his or her local school district;

(c) Each school district shall determine which applicants meet its criteria for participation in the principal internship support program and shall notify its educational service district of the school district's selected applicants. When submitting the names of applicants, the school district shall identify a mentor principal for each principal intern applicant, and shall agree to provide the internship applicant at least forty-five student days of release time for the internship; and

(d) Educational service districts, with the assistance of an advisory board, shall select internship participants.

(3)(a) The maximum amount of state funding for each internship shall be the estimated state-wide average cost of providing a substitute teacher for forty-five school days.

(b) Funds appropriated for the principal internship support program shall be allocated by the superintendent of public instruction to the educational service districts based on the percentage of full-time equivalent public school students enrolled in school districts in each educational service district. Participants should be selected to reflect the percentage of minorities of the student population in the educational service district region, and to the extent practicable, represent an equal number of women and men. If it is not possible to find qualified candidates reflecting the percentage of minorities of the student population of the educational service district, the educational service district shall select those qualified candidates who meet these criteria and leave the remaining positions unfilled, and any unspent funds shall revert to the state general fund.

(c) Once principal internship participants have been selected, the educational service districts shall allocate the funds to the appropriate school districts. The funds shall be used to pay for replacement substitute staff while the school district employee is completing the principal internship.

(d) Educational service districts may be reimbursed for costs associated with implementing the program. Reimbursement rates shall be determined by the superintendent of public instruction.

NEW SECTION. Sec. 405. A new section is added to chapter 28A.405 RCW to read as follows:

(1) To the extent funds are appropriated, the Washington state superintendent and program administrator internship support program is created beginning in the 1994-95 school year. The purpose of the program is to provide funds to school districts to hire substitutes for district employees who are in a superintendent or program administrator preparation program to complete an internship with a mentor administrator.

(2) Participants in the superintendent and program administrator internship support program shall be selected as follows:

(a) The candidate shall be enrolled in a state board-approved school district superintendent or program administrator preparation program;

(b) The candidate shall apply in writing to his or her local school district;

(c) Each school district shall determine which applicants meet its criteria for participation in the internship support program and shall notify its educational service district of the school district's selected applicants. When submitting the names of applicants, the school district shall identify a mentor administrator for each intern applicant and shall agree to provide the internship applicant at least forty-five student days of release time for the internship; and

(d) Educational service districts, with the assistance of an advisory board, shall select internship participants.

(3)(a) The maximum amount of state funding for each internship shall be the estimated state-wide average cost of providing a substitute teacher for forty-five school days as calculated by the superintendent of public instruction.

(b) Funds appropriated for the internship support program shall be allocated by the superintendent of public instruction to the educational service districts based on the percentage of full-time equivalent public school students enrolled in school districts in each educational service district. To the extent practicable, participants should be selected to reflect the racial and ethnic diversity of the student population in the educational service district region, and represent an equal number of women and men.

(c) Once internship participants have been selected, the educational service districts shall allocate the funds to the

appropriate school districts. The funds shall be used to pay for replacement substitute staff while the school district employee is completing the internship.

(d) Educational service districts may be reimbursed for costs associated with implementing the program. Reimbursement rates shall be determined by the superintendent of public instruction.

NEW SECTION. Sec. 406. (1) The state board of education shall appoint an administrator internship advisory task force to develop and recommend to the board standards for the principal and superintendent and program administrator internship support programs created in sections 404 and 405 of this act. Interns shall be required to complete the state board standards in order to successfully complete the internship program. These standards shall be adopted by the state board of education before the allocation of funds by the superintendent of public instruction pursuant to sections 404(3)(c) and 405(3)(c) of this act. Colleges, universities, and school districts may establish additional standards.

(2) Task force membership shall include, but not be limited to, representatives of the office of the superintendent of public instruction, principals, superintendents, program administrators, teachers, school directors, parents, higher education administrative preparation programs, and educational service districts. The task force membership shall, to the extent possible, be racially and ethnically diverse.

NEW SECTION. Sec. 407. A new section is added to chapter 28A.300 RCW to read as follows:

The superintendent of public instruction shall adopt rules as necessary under chapter 34.05 RCW to administer the principal and superintendent and program administrator internship support programs.

NEW SECTION. Sec. 408. A new section is added to chapter 28A.300 RCW to read as follows:

(1) The paraprofessional training program is created. The primary purpose of the program is to provide training for classroom assistants to assist them in helping students achieve the student learning goals under RCW 28A.150.210. Another purpose of the program is to provide training to certificated personnel who work with classroom assistants.

(2) The superintendent of public instruction may allocate funds, to the extent funds are appropriated for this program, to educational service districts, school districts, and other organizations for providing the training in subsection (1) of this section.

PART V
CENTER FOR THE IMPROVEMENT OF STUDENT LEARNING

Sec. 501. RCW 28A.300.130 and 1986 c 180 s 1 are each amended to read as follows:

(1) ((~~Recent and~~)) Expanding activity in educational research, educational restructuring, and educational improvement initiatives has produced and continues to produce much valuable information. The legislature finds that such information should be shared with the citizens and educational community of the state as widely as possible. To facilitate access to information and materials on ((~~education~~)) educational improvement and research, the superintendent of public instruction, to the extent funds are appropriated, shall ((~~act as the state clearinghouse for educational information.~~

~~(2) In carrying out this function, the superintendent of public instruction's primary duty shall be to collect, screen, organize, and disseminate information pertaining to the state's educational system from preschool through grade twelve, including but not limited to in-state research and development efforts; descriptions of exemplary, model, and innovative programs; and related information that can be used in developing more effective programs.~~

~~(3) The superintendent of public instruction shall maintain a collection of such studies, articles, reports, research findings, monographs, bibliographies, directories, curriculum materials, speeches, conference proceedings, legal decisions that are concerned with some aspect of the state's education system, and other applicable materials. All materials and information shall be considered public documents under chapter 42.17 RCW and the superintendent of public instruction shall furnish copies of educational materials at nominal cost.~~

~~(4) The superintendent of public instruction shall coordinate the dissemination of information with the educational service districts and shall publish and distribute, on a monthly basis, a newsletter describing current activities and developments in education in the~~

~~state~~)) establish the center for the improvement of student learning. The primary purpose of the center is to provide assistance and advice to parents, school board members, educators, and the public regarding strategies for assisting students in learning the essential academic learning requirements pursuant to RCW 28A.630.885. The center shall work in conjunction with the commission on student learning, educational service districts, and institutions of higher education.

(2) The center shall:

(a) Serve as a clearinghouse for the completed work and activities of the commission on student learning;

(b) Serve as a clearinghouse for information regarding successful educational restructuring and parental involvement programs in schools and districts, and information about efforts within institutions of higher education in the state to support educational restructuring initiatives in Washington schools and districts;

(c) Provide best practices research and advice that can be used to help schools develop and implement: School improvement plans; school-based shared decision-making models; programs to promote lifelong learning and community involvement in education; school-to-work transition programs; programs to meet the needs of highly capable students; programs to meet the diverse needs of students based on gender, racial, ethnic, economic, and special needs status; and other programs that will assist educators in helping students learn the essential academic learning requirements;

(d) Develop and distribute, in conjunction with the commission on student learning, parental involvement materials, including instructional guides developed to inform parents of the essential academic learning requirements. The instructional guides also shall contain actions parents may take to assist their children in meeting the requirements, and should focus on reaching parents who have not previously been involved with their children's education;

(e) Identify obstacles to greater parent and community involvement in school shared decision-making processes and recommend strategies for helping parents and community members to participate effectively in school shared decision-making processes, including understanding and respecting the roles of school building administrators and staff;

(f) Take other actions to increase public awareness of the importance of parental and community involvement in education;

(g) Work with appropriate organizations to inform teachers, district and school administrators, and school directors about the waivers available under RCW 28A.305.140 and the broadened school board powers under RCW 28A.320.015;

(h) Provide training and consultation services;

(i) Address methods for improving the success rates of certain ethnic and racial student groups; and

(j) Perform other functions consistent with the purpose of the center as prescribed in subsection (1) of this section.

(3) The superintendent of public instruction, after consultation with the commission on student learning, shall select and employ a director for the center.

(4) The superintendent may enter into contracts with individuals or organizations including but not limited to: School districts; teachers; higher education faculty; institutions of higher education; state agencies; business or community-based organizations; and other individuals and organizations to accomplish the duties and responsibilities of the center. The superintendent shall contract out with community-based organizations to meet the provisions of subsection (2)(d) and (e) of this section. In carrying out the duties and responsibilities of the center, the superintendent, whenever possible, shall use practitioners to assist agency staff as well as assist educators and others in schools and districts.

(5) The superintendent shall report annually to the commission on student learning on the activities of the center.

NEW SECTION. **Sec. 502.** A new section is added to chapter 28A.300 RCW to read as follows:

(1) The center for the improvement of student learning account is hereby established in the custody of the state treasurer. The superintendent of public instruction shall deposit in the account all moneys received from gifts, grants, or endowments for the center for the improvement of student learning. Moneys in the account may be spent only for activities of the center. Disbursements from the account shall be on authorization of the superintendent of public instruction or the superintendent's designee. The account is subject to the allotment procedure provided under chapter 43.88 RCW, but no appropriation is required for disbursements.

(2) The superintendent of public instruction may receive such gifts, grants, and endowments from public or private sources as may be made from time to time, in trust or otherwise, for the use and benefit of the purposes of the center for the improvement of student learning and expend the same or any income therefrom according to the terms of the gifts, grants, or endowments.

PART VI
SCHOOL-TO-WORK TRANSITIONS

NEW SECTION. Sec. 601. (1) The legislature finds that preparing students to make successful transitions from school to work helps promote educational, career, and personal success for all students.

(2) A successful school experience should prepare students to make informed career direction decisions at critical points in their educational progress. Schools that demonstrate the relevancy and practical application of course work will expose students to a broad range of interrelated career and educational opportunities and will expand students' posthigh school options.

(3) The school-to-work transitions program, under chapter . . ., Laws of 1993 (Engrossed Substitute House Bill No. 1820), is intended to help secondary schools develop model programs for school-to-work transitions. The purposes of the model programs are to provide incentives for selected schools to:

(a) Integrate vocational and academic instruction into a single curriculum;

(b) Provide each student with a choice of multiple, flexible educational pathways based on the student's career interest areas;

(c) Emphasize increased vocational and academic guidance and counseling for students;

(d) Foster partnerships with local employers and employees to incorporate work sites as part of work-based learning experiences;

(e) Encourage collaboration among middle or junior high schools and secondary schools in developing successful transition programs and to encourage articulation agreements between secondary schools and community and technical colleges.

(4) The legislature further finds that successful implementation of the school-to-work transitions program is an important part of achieving the purposes of chapter . . ., Laws of 1993 (this act).

NEW SECTION. **Sec. 602.** A new section is added to chapter 28A.630 RCW to read as follows:

The superintendent of public instruction, in selecting projects for grant awards under the school-to-work transitions program, shall give additional consideration to schools or school districts whose proposals are consistent with the state comprehensive plan for work force training and education prepared by the work force training and education coordinating board.

Sec. 603. RCW 28A.630.878 and 1992 c 137 s 11 are each amended to read as follows:

The superintendent of public instruction, through the ((~~state clearinghouse for education information~~)) center for the improvement of student learning, shall collect and disseminate to all school districts and other interested parties information about the ((~~academic and vocational integration development pilot~~)) school-to-work transitions projects.

NEW SECTION. **Sec. 604.** Section 603 of this act shall expire June 30, 1999.

PART VII
TECHNOLOGY

NEW SECTION. **Sec. 701.** The legislature recognizes that up-to-date tools will help students learn. Workplace technology requirements will continue to change and students should be knowledgeable in the use of technologies.

Furthermore, the legislature finds that the Washington systemic initiative is a broad-based effort to promote widespread public literacy in mathematics, science, and technology. An important component of the systemic initiative is the universal electronic access to information by students. It is the intent of the legislature that components of sections 702 through 706 of this act will support the state-wide systemic reform effort in mathematics, science, and technology as envisioned by the Washington systemic initiative.

NEW SECTION. Sec. 702. Unless the context clearly requires otherwise, the definitions in this section apply throughout this chapter and section 705 of this act.

(1) "Education technology" or "technology" means the effective use of electronic and optical tools, including telephones, and electronic and optical pathways in helping students learn.

(2) "Network" means integrated linking of education technology systems in schools for transmission of voice, data, video, or imaging, or a combination of these.

NEW SECTION. Sec. 703. (1) The superintendent of public instruction, to the extent funds are appropriated, shall develop and implement a Washington state K-12 education technology plan. The technology plan, which shall be completed by December 15, 1993, and updated on at least a biennial basis, shall be developed to coordinate and expand the use of education technology in the common schools of the state. The plan shall be consistent with applicable provisions of chapter 43.105 RCW. The plan, at a minimum, shall address:

(a) The provision of technical assistance to schools and school districts for the planning, implementation, and training of staff in the use of technology in curricular and administrative functions;

(b) The continued development of a network to connect school districts, institutions of higher learning, and other sources of on-line information; and

(c) Methods to equitably increase the use of education technology by students and school personnel throughout the state.

(2) The superintendent of public instruction shall appoint an educational technology advisory committee to assist in the development and implementation of the technology plan in subsection (1) of this section. The committee shall include, but is not limited to, persons representing: The state board of education, the commission on student learning, the department of information services, educational service districts, school directors, school administrators, school principals, teachers, classified staff, higher education faculty, parents, students, business, labor, scientists and mathematicians, the higher education coordinating board, the work force training and education coordinating board, and the state library.

NEW SECTION. Sec. 704. In conjunction with the plan required in section 703 of this act, the superintendent of public instruction shall prepare recommendations to the legislature regarding the development of a grant program for school districts for the purchase and installation of computers, computer software, telephones, and other types of education technology. The recommendations shall address methods to ensure equitable access to technology by students throughout the state, and methods to ensure that school districts have prepared technology implementation plans before applying for grant funds. The recommendations, with proposed legislation, shall be submitted to the appropriate committees of the legislature by December 15, 1993.

NEW SECTION. Sec. 705. A new section is added to chapter 28A.310 RCW to read as follows:

Educational service districts shall establish, subject to available funding, regional educational technology support centers for the purpose of providing ongoing educator training, school district cost-benefit analysis, long-range planning, network planning, distance learning access support, and other technical and programmatic support. Each educational service district shall establish a representative advisory council to advise the educational service district in the expenditure of funds provided to the technology support centers.

NEW SECTION. Sec. 706. The superintendent of public instruction, to the extent funds are appropriated, shall distribute funds to educational service districts on a grant basis for the regional educational technology support centers established in section 705 of this act.

NEW SECTION. Sec. 707. The superintendent of public instruction, to the extent funds are appropriated, shall distribute funds to the Washington school information processing cooperative and to school districts on a grant basis, from moneys appropriated for the purposes of this section, for equipment, networking, and software to expand the current K-12 education state-wide network.

NEW SECTION. Sec. 708. (1) The superintendent of public instruction may receive such gifts, grants, and endowments from public or private sources as may be made from time to time, in trust or

otherwise, for the use and benefit of the purposes of educational technology and expend the same or any income therefrom according to the terms of the gifts, grants, or endowments.

(2) The education technology account is hereby established in the custody of the state treasurer. The superintendent of public instruction shall deposit in the account all moneys received from gifts, grants, or endowments for education technology. Moneys in the account may be spent only for education technology. Disbursements from the account shall be on authorization of the superintendent of public instruction or the superintendent's designee. The account is subject to the allotment procedure provided under chapter 43.88 RCW, but no appropriation is required for disbursements.

NEW SECTION. Sec. 709. The superintendent of public instruction shall adopt rules as necessary under chapter 34.05 RCW governing the operation and scope of this chapter.

NEW SECTION. Sec. 710. Sections 701 through 704 and 706 through 709 of this act shall constitute a new chapter in Title 28A RCW.

PART VIII
EDUCATOR PERFORMANCE ASSESSMENT

Sec. 801. RCW 28A.410.030 and 1991 c 116 s 21 are each amended to read as follows:

(1) Effective May 1, 1996, the state board of education shall require ((~~a uniform state admission to practice examination for~~)) teacher certification candidates((~~. Commencing August 31, 1993, teacher certification candidates completing a teacher preparation program shall be required~~)) applying for initial certification to pass an ((~~admission to practice examination~~)) individual assessment before being granted an initial certificate. The assessment shall include but not be limited to essay questions. The requirement shall be waived for out-of-state applicants with more than three years of teaching experience. The ((~~examination~~)) assessment shall test knowledge and competence in subjects including, but not limited to, instructional skills, classroom management, ((~~and~~)) student behavior and development((~~. The examination shall consist primarily of essay questions~~)), oral and written language skills, student performance-

based assessment skills, and other knowledge, skills, and attributes needed to be successful in assisting all students, including students with diverse and unique needs, in achieving mastery of the essential academic learning requirements established pursuant to RCW 28A.630.885. In administering the assessment, the state board shall address the needs of certification candidates who have specific learning disabilities or physical conditions that may require special consideration in taking the assessment.

(2) The state board of education shall adopt such rules as may be necessary to implement this section, including, but not limited to, rules establishing the fees assessed persons who apply to take the assessment and the circumstances, if any, under which such fees may be refunded in whole or part. Fees shall be set at a level not higher than the costs for administering the tests. Fees shall not include costs of developing the test. Fee revenues received under this section shall be deposited in the teacher assessment revolving fund hereby established in the custody of the state treasurer. The fund is subject to the allotment procedures provided under chapter 43.88 RCW, but no appropriation is required for disbursement. The superintendent of public instruction shall be responsible for administering the assessment program consistent with state board of education rules. The superintendent of public instruction shall expend moneys from the teacher assessment revolving fund exclusively for the direct and indirect costs of establishing, equipping, maintaining, and operating the assessment program.

(3) The state board of education shall only require the assessment in subsection (1) of this section when the legislature appropriates funds to develop the assessment under this section.

PART IX
READINESS TO LEARN

NEW SECTION. Sec. 901. A new section is added to chapter 70.190 RCW to read as follows:

(1) The legislature finds that helping children to arrive at school ready to learn is an important part of improving student learning.

(2) To the extent funds are appropriated, the family policy council shall award grants to community-based consortiums that submit

comprehensive plans that include strategies to improve readiness to learn.

PART X
DEREGULATION, ACCOUNTABILITY, FUNDING, AND LEGISLATIVE OVERSIGHT

NEW SECTION. **Sec. 1001.** (1) There is hereby created a joint select committee on education restructuring composed of twelve members as follows:

(a) Six members of the senate, three from each of the major caucuses, to be appointed by the president of the senate; and

(b) Six members of the house of representatives, three from each of the major caucuses, to be appointed by the speaker of the house of representatives.

(2) Staff support shall be provided by senate committee services and house of representatives office of program research as mutually agreed by the cochairs of the joint select committee. The cochairs shall be designated by the speaker of the house of representatives and the president of the senate.

(3) The expenses of the committee members shall be paid by the legislature under chapter 44.04 RCW.

(4) The committee shall seek advice from educators, business and labor leaders, parents, and others during its deliberations.

NEW SECTION. **Sec. 1002.** The joint select committee on education restructuring shall monitor, review, and annually report to the full legislature upon the enactment and implementation of education restructuring in Washington both at the state and local level, including the following:

(1) The progress of the commission on student learning in the completion of its tasks as designated in RCW 28A.630.885 and in any subsequent legislation relating to education restructuring;

(2) The success of the center for improvement of student learning established under RCW 28A.300.130;

(3) The number of school districts seeking waivers from basic education act requirements under RCW 28A.305.140 or other legislation, and the success of alternative programs pursued by those school districts;

(4) The progress and success of the commission on student learning, the superintendent of public instruction, the state board of education, the higher education coordinating board, and the state board for community and technical colleges in carrying out RCW 28A.630.885(3)(g), and any subsequent legislation relating to education restructuring; and

(5) Such other areas as the committee may deem appropriate.

NEW SECTION. **Sec. 1003.** (1) In addition to the duties in section 1002 of this act, the joint select committee on education restructuring shall review all laws pertaining to K-12 public education and to educator preparation and certification, except those that protect the health, safety, and civil rights of students and staff, with the intent of identifying laws that inhibit the achievement of the new system of performance-based education. The select committee shall report to the legislature by November 15, 1994. The laws pertaining to home schooling and private schools shall not be reviewed in this study.

(2) The joint select committee on education restructuring shall review current school district data reporting requirements for the purposes of accountability and meeting state information needs. The joint select committee shall report to the legislature by January 1995 on:

(a) What data is necessary to compare how school districts are performing before the essential academic learning requirements and the assessment system are implemented with how school districts are performing after the essential academic learning requirements and the assessment system are implemented; and

(b) What data is necessary pertaining to school district reports under the accountability systems developed by the commission on student learning under RCW 28A.630.885(3)(h).

NEW SECTION. **Sec. 1004.** By September 1, 1994, and each September 1st thereafter, the commission on student learning, the superintendent of public instruction, the state board of education, the higher education coordinating board, and the state board for community and technical colleges shall each report to the joint select committee on education restructuring regarding their progress in completing tasks as designated in chapter . . ., Laws of 1993 (this act), and tasks in any subsequent legislation relating to education restructuring.

NEW SECTION. **Sec. 1005.** The joint select committee on education restructuring shall submit its final report to the legislature by December 31, 2001.

NEW SECTION. **Sec. 1006.** A new section is added to chapter 28A.320 RCW to read as follows:

(1) Beginning with the 1994-95 school year, to provide the local community and electorate with access to information on the educational programs in the schools in the district, each school shall publish annually a school performance report and deliver the report to each parent with children enrolled in the school and make the report available to the community served by the school. The annual performance report shall be in a form that can be easily understood and be used by parents, guardians, and other members of the community who are not professional educators to make informed educational decisions. As data from the assessments in RCW 28A.630.885 becomes available, the annual performance report should enable parents, educators, and school board members to determine whether students in the district's schools are attaining mastery of the student learning goals under RCW 28A.150.210, and other important facts about the schools' performance in assisting students to learn. The annual report shall make comparisons to a school's performance in preceding years and shall project goals in performance categories.

(2) The annual performance report shall include, but not be limited to: A brief statement of the mission of the school and the school district; enrollment statistics including student demographics; expenditures per pupil for the school year; a summary of student scores on all mandated tests; a concise annual budget report; student attendance, graduation, and dropout rates; information regarding the use and condition of the school building or buildings; a brief description of the restructuring plan for the school; and an invitation to all parents and citizens to participate in school activities.

(3) The superintendent of public instruction shall develop by June 30, 1994, a model report form, which shall also be adapted for computers, that schools may use to meet the requirements of subsections (1) and (2) of this section.

NEW SECTION. **Sec. 1007.** (1) A legislative fiscal study committee is hereby created. The committee shall be comprised of three members

from each caucus of the senate, appointed by the president of the senate, and three members from each caucus of the house of representatives, appointed by the speaker of the house of representatives. In consultation with the office of the superintendent of public instruction, the committee shall study the common school funding system.

(2) By January 16, 1995, the committee shall report to the full legislature on its findings and any recommendations for a new funding model for the common school system.

(3) This section shall expire January 16, 1995.

Sec. 1008. RCW 28A.225.220 and 1990 1st ex.s. c 9 s 201 are each amended to read as follows:

(1) Any board of directors may make agreements with adults choosing to attend school: PROVIDED, That unless such arrangements are approved by the state superintendent of public instruction, a reasonable tuition charge, fixed by the state superintendent of public instruction, shall be paid by such students as best may be accommodated therein.

(2) A district is strongly encouraged to honor the request of a parent or guardian for his or her child to attend a school in another district.

(3) A district shall release a student to a nonresident district that agrees to accept the student if:

(a) A financial, educational, safety, or health condition affecting the student would likely be reasonably improved as a result of the transfer; or

(b) Attendance at the school in the nonresident district is more accessible to the parent's place of work or to the location of child care; or

(c) There is a special hardship or detrimental condition.

(4) A district may deny the request of a resident student to transfer to a nonresident district if the release of the student would adversely affect the district's existing desegregation plan.

(5) For the purpose of helping a district assess the quality of its education program, a resident school district may request an optional exit interview or questionnaire with the parents or guardians of a child transferring to another district. No parent or guardian may be forced to attend such an interview or complete the questionnaire.

(6) Beginning with the 1993-94 school year, school districts may ((~~establish annual~~)) not charge transfer fees or tuition for nonresident students enrolled under subsection (3) of this section and RCW 28A.225.225. ((~~Until rules are adopted under section 202, chapter 9, Laws of 1990 1st ex. sess. for the calculation of the transfer fee, the transfer fee shall be calculated by the same formula as the fees authorized under section 10, chapter 130, Laws of 1969. These fees, if applied, shall be applied uniformly for all such nonresident students except as provided in this section. The superintendent of public instruction, from available funds, shall pay any transfer fees for low-income students assessed by districts under this section. All transfer fees must be paid over to the county treasurer within thirty days of its collection for the credit of the district in which such students attend.~~)) Reimbursement of a high school district for cost of educating high school pupils of a nonhigh school district shall not be deemed a transfer fee as affecting the apportionment of current state school funds.

NEW SECTION. **Sec. 1009.** Sections 1001 through 1005 of this act are each added to chapter 28A.630 RCW.

NEW SECTION. **Sec. 1010.** Sections 1001 through 1005 of this act shall expire December 1, 2001.

PART XI
PRIVATE SCHOOL AND HOME SCHOOL STUDENT EXEMPTIONS

Sec. 1101. RCW 28A.195.010 and 1990 c 33 s 176 are each amended to read as follows:

The legislature hereby recognizes that private schools should be subject only to those minimum state controls necessary to insure the health and safety of all the students in the state and to insure a sufficient basic education to meet usual graduation requirements. The state, any agency or official thereof, shall not restrict or dictate any specific educational or other programs for private schools except as hereinafter in this section provided.

Principals of private schools or superintendents of private school districts shall file each year with the state superintendent of public instruction a statement certifying that the minimum requirements

hereinafter set forth are being met, noting any deviations. After review of the statement, the state superintendent will notify schools or school districts of those deviations which must be corrected. In case of major deviations, the school or school district may request and the state board of education may grant provisional status for one year in order that the school or school district may take action to meet the requirements. Minimum requirements shall be as follows:

(1) The minimum school year for instructional purposes shall consist of no less than one hundred eighty school days or the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220.

(2) The school day shall be the same as that required in RCW 28A.150.030 and 28A.150.220, except that the percentages of total program hour offerings as prescribed in RCW 28A.150.220 for basic skills, work skills, and optional subjects and activities shall not apply to private schools or private sectarian schools.

(3) All classroom teachers shall hold appropriate Washington state certification except as follows:

(a) Teachers for religious courses or courses for which no counterpart exists in public schools shall not be required to obtain a state certificate to teach those courses.

(b) In exceptional cases, people of unusual competence but without certification may teach students so long as a certified person exercises general supervision. Annual written statements shall be submitted to the office of the superintendent of public instruction reporting and explaining such circumstances.

(4) An approved private school may operate an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody. The extension program shall require at a minimum that:

(a) The parent, guardian, or custodian be under the supervision of an employee of the approved private school who is certified under chapter 28A.410 RCW;

(b) The planning by the certified person and the parent, guardian, or person having legal custody include objectives consistent with this subsection and subsections (1), (2), (5), (6), and (7) of this section;

(c) The certified person spend a minimum average each month of one contact hour per week with each student under his or her supervision who is enrolled in the approved private school extension program;

(d) Each student's progress be evaluated by the certified person; and

(e) The certified employee shall not supervise more than thirty students enrolled in the approved private school's extension program.

(5) Appropriate measures shall be taken to safeguard all permanent records against loss or damage.

(6) The physical facilities of the school or district shall be adequate to meet the program offered by the school or district: PROVIDED, That each school building shall meet reasonable health and fire safety requirements. However, the state board shall not require private school students to meet the student learning goals, obtain a certificate of mastery to graduate from high school, to master the essential academic learning requirements, or to be assessed pursuant to RCW 28A.630.885. However, private schools may choose, on a voluntary basis, to have their students master these essential academic learning requirements, take these assessments, and obtain certificates of mastery. A residential dwelling of the parent, guardian, or custodian shall be deemed to be an adequate physical facility when a parent, guardian, or person having legal custody is instructing his or her child under subsection (4) of this section.

(7) Private school curriculum shall include instruction of the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music, all in sufficient units for meeting state board of education graduation requirements.

(8) Each school or school district shall be required to maintain up-to-date policy statements related to the administration and operation of the school or school district.

All decisions of policy, philosophy, selection of books, teaching material, curriculum, except as in subsection (7) above provided, school rules and administration, or other matters not specifically referred to in this section, shall be the responsibility of the administration and administrators of the particular private school involved.

NEW SECTION. **Sec. 1102.** 1992 c 141 s 505 is repealed.

Sec. 1103. RCW 28A.200.010 and 1990 c 33 s 178 are each amended to read as follows:

Each parent whose child is receiving home-based instruction under RCW 28A.225.010(4) shall have the duty to:

(1) File annually a signed declaration of intent that he or she is planning to cause his or her child to receive home-based instruction. The statement shall include the name and age of the child, shall specify whether a certificated person will be supervising the instruction, and shall be written in a format prescribed by the superintendent of public instruction. Each parent shall file the statement by September 15 of the school year or within two weeks of the beginning of any public school quarter, trimester, or semester with the superintendent of the public school district within which the parent resides;

(2) Ensure that test scores or annual academic progress assessments and immunization records, together with any other records that are kept relating to the instructional and educational activities provided, are forwarded to any other public or private school to which the child transfers. At the time of a transfer to a public school, the superintendent of the local school district in which the child enrolls may require a standardized achievement test to be administered and shall have the authority to determine the appropriate grade and course level placement of the child after consultation with parents and review of the child's records; and

(3) Ensure that a standardized achievement test approved by the state board of education is administered annually to the child by a qualified individual or that an annual assessment of the student's academic progress is written by a certificated person who is currently working in the field of education. The state board of education shall not require these children to meet the student learning goals, master the essential academic learning requirements, to take the assessments, or to obtain a certificate of mastery pursuant to RCW 28A.630.885. The standardized test administered or the annual academic progress assessment written shall be made a part of the child's permanent records. If, as a result of the annual test or assessment, it is determined that the child is not making reasonable progress consistent with his or her age or stage of development, the parent shall make a good faith effort to remedy any deficiency.

Failure of a parent to comply with the duties in this section shall be deemed a failure of such parent's child to attend school without valid justification under RCW 28A.225.020. Parents who do comply with

the duties set forth in this section shall be presumed to be providing home-based instruction as set forth in RCW 28A.225.010(4).

PART XII
MISCELLANEOUS

NEW SECTION. Sec. 1201. RCW 28A.630.884 and 1992 c 141 s 201 are each repealed.

Sec. 1202. 1992 c 141 s 509 (uncodified) is amended to read as follows:

Sections ((~~501~~)) 502 through 504, 506, and 507 of this act shall take effect September 1, ((~~1998~~)) 2000. However, these sections shall not take effect if, by September 1, ((~~1998~~)) 2000, a law is enacted stating that a school accountability and academic assessment system is not in place.

NEW SECTION. Sec. 1203. 1992 c 141 s 501 is repealed.

NEW SECTION. Sec. 1204. Part headings as used in this act constitute no part of the law.

Passed the House April 25, 1993.
Passed the Senate April 24, 1993.
Approved by the Governor May 12, 1993.
Filed in Office of Secretary of State May 12, 1993.

Exhibit 5

Learning Goals and Assessments for Washington Students in Grades 3-8

EXHIBIT
5
2-21-07 Bergeson

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To order additional copies of this document, please call 1-888-59-LEARN (1-888-595-3276) or visit our Web site at: http://www.k12.wa.us/Publications. Refer to document number 06-0035 for faster service. This material is available in an alternative format upon request. Contact the resource center at (888) 595-3276 or TTY (360) 664-3631.

Dear Parent/Guardian,

As a life-long educator, I believe there is nothing more important than providing a quality education to every child in our state. I know all parents share that belief.

Since 1993, our state's education system has dramatically changed. We now ask all students to apply their knowledge in challenging new ways and develop strong critical thinking skills. We also have a strong statewide assessment system to ensure students make real progress and gain the skills they need for the future.

Expectations are high, but attainable, for today's young people. New graduation requirements are in place for students graduating in 2008 and beyond. We expect all students to do well on classroom work and assignments, as well as to demonstrate what they know on state assessments. It's a tall order, but we know Washington students are up to the challenge.

Each fall, we offer this guide to help you understand our state assessment system and interpret your child's test results. Now, more than ever, it is critical that you know how well your child is doing in school and how you can help your child learn skills in the years to come.

As always, your support as an advocate and partner in education is important to your child, school and community, and I appreciate all that you do to make Washington education work.

Sincerely,

Dr. Terry Bergeson

Education reform: Roadmap for the future

2004	2005	2006	2008	2010
Legislature enacts HB 1209, which calls for common learning standards, tests and new graduation requirements	4th-graders take WASL in reading, writing, mathematics and listening	7th- and 10th-graders take WASL in reading, writing, mathematics and listening	State Board of Education creates new graduation requirements for Class of 2008 and beyond	Science added to WASL; Legislature eliminates funding for listening tests	Legislature enacts HB 2195, which calls for alternative assessments and WASL retakes	High school WASL retakes available; 3rd-, 5th-, 6th- and 8th-grade WASL tests phased in as required by federal law Class of 2008 takes 10th-grade WASL; Legislature provides $28.1 million to help struggling students	Class of 2008 must earn Certificate of Academic Achievement or Certificate of Individual Achievement to graduate	Science added to Certificate of Academic Achievement or Certificate of Individual Achievement

Working together for student success

Education reform involves raising expectations for students, parents and educators, making sure progress is made each year and creating incentives for improvement. Standards, assessment and accountability work together for student success.

Standards

Washington has common standards for learning and teaching called Essential Academic Learning Requirements (EALRs). Based on the four state learning goals, the EALRs and the even more detailed Grade Level Expectations explain what students should know and be able to do, kindergarten through grade 10. Washington teachers, parents, businesses and community leaders created the standards with help from state and national experts.

Assessment

The Washington Assessment of Student Learning (WASL) and, for small numbers of students receiving special education services, the Washington Alternate Assessment System (WAAS), measure student learning of the state's standards in reading, writing, mathematics and science. The WASL and WAAS are not the only ways to check student progress, knowledge or skills. But they are important in measuring student progress on common learning goals. Both reliably measure student proficiency in core skills and give us a common measuring stick for the performance of students, schools and districts. Test results are used to direct funds and targeted help to schools and students.

Accountability

Accountability gives schools, districts and the state incentives to improve. Programs that raise student achievement can be identified, recognized and duplicated. Struggling schools and students can receive the extra help needed to improve. Testing helps ensure all students receive a common foundation of skills and a high-quality education.

Four learning goals

In Washington, four clear goals guide K-12 education. All students should be able to:

1. Read with comprehension, write with skill and communicate effectively;
2. Know and apply core concepts and principles of mathematics, science, social studies, the arts, health and fitness;
3. Think analytically, logically and creatively, using experience and knowledge to make reasoned judgments and solve problems;
4. Understand the importance of work and how performance, effort and decisions affect future career and educational opportunities.

Frequently asked questions

Our increased focus on skills worries many parents. How do state standards shape classroom work, affect self-esteem and help children learn? Here are responses to common questions.

[illegible]

To succeed, people must be able to think critically and solve problems creatively. Students need to learn these skills in school by applying what they learn in real-world situations. Memorizing facts and formulas for a test isn't good enough preparation anymore. We want students to develop core skills and knowledge. By providing quality teaching aligned to state standards and ample resources, we can help students can reach these goals.

The WASL places a strong emphasis on short-answer and extended-response questions that require students to demonstrate they can understand what they read, write an expository essay and understand how to get answers to real-life math problems.

When is the WASL given?

Each year, OSPI establishes a window during which the WASL must be given. Schools then determine, in coordination with their districts, actual testing dates. For the 2006-7 school year, the window is April 16 - May 4; for 2007-8, it is April 14 - May 2.

Are students taught just to pass the WASL?

No. Research shows that students perform better on state assessments when teachers use state learning standards, not the tests themselves, as a guide. In-depth, year-round classroom work helps all students. *And the assessments measure skills that students should be learning all year.* Reading, writing and critical thinking cannot be taught in a day or week or month. They develop over time.

What options exist for students in special education programs?

Some students in special education programs will need a different way to demonstrate achievement, such as by passing the 10th-grade WASL at the basic level or passing a developmentally-appropriate WASL (e.g., a 10th-grade student takes the eighth-grade WASL in math). For more information, see www.k12.wa.us/GraduationRequirements/CIA.aspx.

[illegible] English language learners?

English language learners can take the WASL with or without accommodations. First-year English language learners may be excused from some tests. For information about testing accommodations, go to www.k12.wa.us/SpecialEd/assessment.aspx or www.k12.wa.us/MigrantBilingual.

What are the new high school graduation requirements?

All Washington public school students who graduate from high school in 2008 and beyond must, in addition to local graduation requirements, fulfill the following statewide graduation requirements:

- Create a High School and Beyond Plan that outlines how they will use high school to earn their diploma and prepare for life immediately after high school.
- Earn a minimum of 19 credits. (Most school districts require more than this number of credits.)
- Earn a Certificate of Academic Achievement by passing the WASL or an alternative assessment in reading, writing and math. (Science will be required for the Class of 2010 and beyond.) Some students in special education programs may choose to earn a Certificate of Individual Achievement.
- Complete a Culminating Project (sometimes called a "senior project").

For those who do not pass the fourth-, seventh- or eighth-grade WASL in one or more subjects, student learning plans are created. The plans explain steps the school will take and steps parents can take to help their children improve. Ask your child's teachers whether your child has a learning plan and what you can do to help.

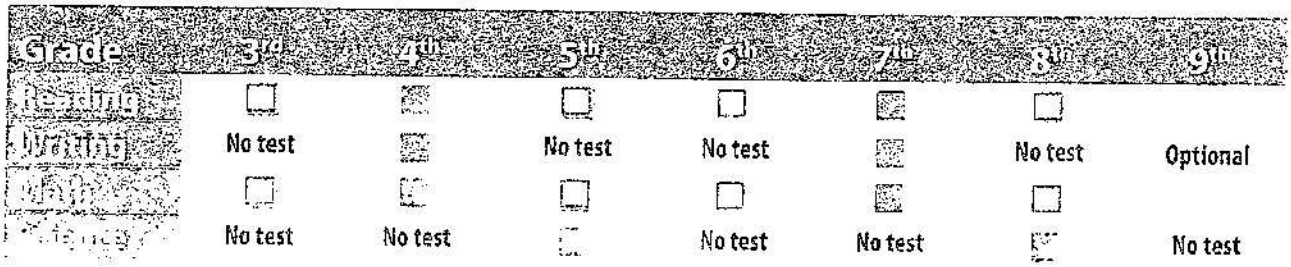
[illegible] the arts, social studies, health and fitness important?

Absolutely. Although there are no WASL or WAAS tests in the arts, social studies or health and fitness, students need these classes to round out their education. That's why these subjects are included in our state's learning goals and why OSPI has developed classroom-based assessments for these subjects.

[illegible] information, see www.wasl2008.org

When do students take state tests?

Third- through eighth-grade students will take two or three state tests each year. Students who are ready to take the high school WASL can take the reading, writing and/or math tests in ninth grade.



■ State tests required under state law

□ State tests required by the federal No Child Left Behind Act beginning in 2005-06

How to read the WASL Score Report

The WASL Score Report shows how well your child performed in each WASL or WAAS subject area.

"How well did (your child) do?"

It's important for all families to know that whether students participate in the WASL or the WAAS, their performance is measured against state learning standards, not other students' work.

Student score reports will include results for the tests your child took that year. You will see how many points he or she earned and how many points were possible. Each test's score will place your child into a performance level, from four ("Exceeds standard") to one ("Well below standard"). Levels three and four meet state standards, or pass; levels one and two do not. General information on what you can do next for your child also is included, as well as where to go to get more information.

"What are (your child's) strengths and weaknesses?"

The second page of the report offers a quick glance at your child's performance for each test, from level one to level four. The report identifies areas within each test where your child did well and where he or she may need more help.

Building on excellence

Parents play a big role in helping students achieve at high levels.

1. **Attend parent-teacher-student conferences.** Find out how teachers use the state's Essential Academic Learning Requirements in the classroom.
2. **Set goals.** Work with your child and his or her teachers to set improvement goals.
3. **Get involved.** Read to your child or have your child read to you. Encourage your child to look up new words in a dictionary or thesaurus. Play games that involve problem solving. Keep track of homework assignments and/or help in the classroom.
4. **Use resources.** Ask about after-school enrichment programs. Many offer extra homework help at little or no cost to you.
5. **Follow up.** Check with teachers regularly. Make sure your child is making progress toward his or her goals.

Sample WASL Score Report

WASL Score Report

Washington Assessment of Student Learning

Parent/Guardian Copy
September 2006

David Mead
SSID: 0000 000 000

Spring 2006 Test Results — Cedar Elementary School
Grade 5 — Pinewood School District

This report provides information about David's success on the Washington Assessment of Student Learning tests given last spring.

The WASL measures the knowledge and skills in reading, math, and science that Washington teachers, parents and other citizens agree are important for David's future success.

There are many ways to measure David's progress in school. The WASL is just one of them. I encourage you to talk about this report with David and his teachers. Learn more about the skills and knowledge he is learning every day and how you can help him do well in school.

Thank you for contributing to David's success.

Sincerely,

Terry Bergeson

State Superintendent

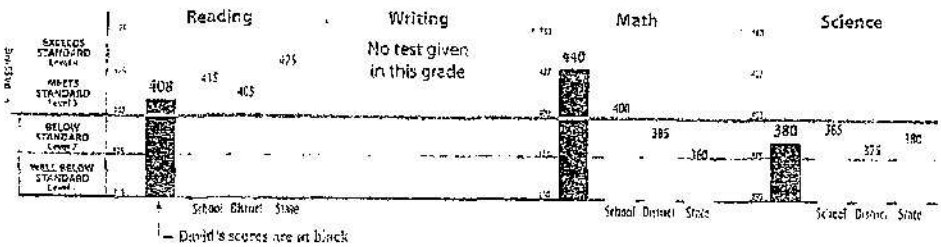
Did David pass state tests?

Reading .....Yes
Math .....Yes
Science .....No

See the second page of this score report for details about David's strengths and weaknesses.

How well did David do?

408 is the passing score for reading, math and science



What can you do next?

- Ask David's school to recommend math or science exercises you and David can do on a regular basis.
- Talk to David's teachers to make sure he is making progress toward her educational goals. The school may be able to suggest additional opportunities for him to develop her academic potential.

Get more WASL information, including sample questions and answers, from the Office of Superintendent of Public Instruction Web site at: *www.k*

What are David's strengths and weaknesses?

READING SCORE: 408 out of 475 (Passing score is 408)

David did best on parts of the test that asked him to:

- ☐ Comprehend important ideas in stories and poems: summarize and predict; understand the meaning of words; put events in order
- ☐ Analyze stories and poems for characters and plot, similarities and differences, cause and effect, and style; draw conclusions
- ☐ Comprehend important ideas in non-fiction text; summarize and predict; understand the meaning of words; put events in order

David had difficulty with parts of the test that asked him to:

- ☐ Analyze non-fiction text for similarities and differences, cause and effect, and style; draw conclusions; understand headings, charts, and captions

MATH SCORE: 440 out of 550 (Passing score is 400)

David did best on parts of the test that asked him to:

- ☐ Use knowledge and skills in number sense, appropriate
- ☐ Use knowledge and skills in

David Mead
SSID: 0000 000 000
Spring 2006 Test Results

David passed the reading test. His score...

- ☐ Exceeds state standards
- ☑ Meets state standards
- ☐ Is below state standards
- ☐ Is well below state standards

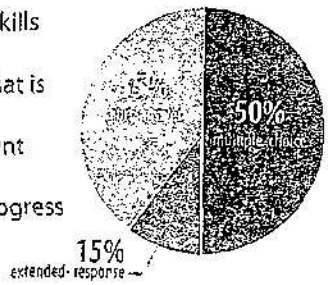
Actual WASL questions with scored responses

The following questions came from real WASL tests given in 2003 and 2004. To review more questions like these along with scored, unidentified student responses, visit www.k12.wa.us/WASL/testquestions.aspx. **For information about the Washington Alternate Assessment System for students in special education, visit** www.k12.wa.us/specialed/assessment.aspx.

Reading

What's essential for successful readers?

- Understand and use different skills and strategies to read;
- Understand the meaning of what is read;
- Read different things for different reasons; and
- Set reading goals and check progress to improve.



On the reading section, students read short passages and then answer one-point multiple-choice, two-point short-answer and four-point extended-response questions. Short-answer questions ask students to show they understand concepts and explain how they come to conclusions. Extended-response questions ask students to analyze a story, interpret meaning and think about content. Each response can earn zero to four points.

Backyard Bugs

by Katy Goldner

Buzzz, huuummm, whirrr. Bugs make all these sounds and lots of others. But it's not just bugs that make them. Beetles and ants and flies and many other creatures are just called bugs. In fact, they are insects. True bugs are insects, but not all insects are bugs. Insects have three body parts and six legs. Only true bugs have wings that are half tough and leathery and half delicate and clear.

Spiders, ticks, and mites are often called bugs too. But they aren't even insects. With two body parts and eight legs, they belong to a group known as arachnids (uh-RACK-nids).

Insects – along with spiders, ticks, and mites – live almost everywhere on earth except oceans. Every year these creatures destroy acres of crops. They spoil food and spread disease. They ruin clothes and houses. They annoy you and your pets.

Why should you care about such pesky critters? Believe it or not, humans couldn't survive without them. Insects supply food to birds, fish, and other animals. They enrich the soil. They eat dead plant and animal material. They pollinate many plants. So jeepers creepers – try not to think of them as creepy.

Directions:
Read the selection and answer the questions.

What is special about what "Backyard Bugs" calls true bugs?

- They have two body parts and six legs.
- They have two body parts and eight legs.
- They have wings that are half tough and half delicate.

What would it be like to have a world without bugs? Would the world be better or worse? Use "Backyard Bugs" and the wanted posters* to provide three reasons why you think as you do.

Response #1

The world would be worse off. Bugs pollinate many plants. If there wasn't bugs birds and many other animals who eat them would die and what ever ate birds would die and so on. They eat dead animals and enrich the soil.

Response #2

I think it would be worse because we woulan't have rich soil.

*Wanted posters omitted for design reasons only.

Response #1

This answer earns four out of four points. It answers the first part of the question and provides three text-based reasons in support.

Response #2

This response earns two out of four points. It answers the first part of the question but provides only one reason in support.

What's essential for successful writing?

- Write clearly and effectively;
- Write in a variety of forms for different audiences and purposes;
- Understand and use the steps of the writing process; and
- Analyze and evaluate the effectiveness of written work.

To help them get started with writing, students get a checklist of writing guidelines. The checklist varies slightly for each grade. In general, it includes suggestions about content, organization, style and writing conventions (punctuation, usage, etc.).

In the seventh grade, students are asked to write one persuasive and one expository letter, story or essay using the steps of the writing process. There is no time limit on student responses and the maximum score for each response is 6 points. Scores for content, organization and style **and** writing conventions are combined.

[illegible] student that explains what he or she needs to know to be successful in the seventh grade.

Dear S—,
welcome to our school. To be
succesful at our school you
need to listen to your teachers
for example if they tell you to
do something & you don't want to
do it, do it anyway
you'll get in trouble.
You also need to do
your home work, most
of the teachers will not take
your home work late
you have to remember to put
your book pack in your locker
& not take it to lit.
Thank you,
b— b—.

Dear N— N—,

Hi N— Seventh grade is going to be so much fun for you. Three main subjects you need to know are Math, Science and Language Arts.

First you need to know Math. What ever Math class you are in they are tough so study Math over the summer. Also Math can be tricky so be sure you take your time on things.

Second, you need to learn science. When your teacher assigns you a test the next day be sure you go home and study. Next when ever the teacher is talking listen to what he or she is saying so you don't miss anything important.

Finally, Language Arts can be hard also. You do much writing of different kinds so practice over the summer writing so maybe it will be easier when you have to write in new ways.

Content, organization and style
This response is well-focused and supports main ideas with details. A clear organizational pattern is strengthened by writing about three classes. Simple transitions are effectively used within and between paragraphs. This response earned three out of four points for content, organization and style.

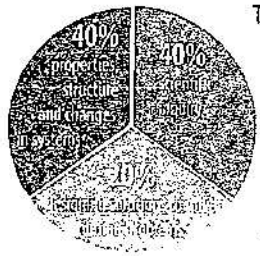
Conventions
The response consistently applies the rules of standard, written English for usage, capitalization, spelling, punctuation, sentence formation and paragraphing. There are missing commas and spelling errors. But they do not lessen the overall clarity. This writer earned two of two points for conventions.

Content, organization and style
The writer tries to focus on a few suggestions but doesn't quite get there. There is also an attempt at organization with an opening and some development, but little in the way of an ending. Some supporting detail is provided. This response earned two of four points for content, organization and style.

Conventions
This response consistently follows the rules of standard, written English for usage, capitalization, spelling, punctuation, sentence formation and paragraphing. The semi-colon is used correctly in a fairly sophisticated sentence, but the next sentence has a comma splice error. This earned the maximum two points for conventions.

What's essential in science?

- Understand and use scientific concepts and principles;
- Know and apply the skills and processes of science and technology; and
- Understand the nature and contexts of science and technology.



The science WASL is based on scenarios describing scientific systems, investigations and solutions. Students demonstrate their understanding by answering a combination of one-point multiple-choice, two-point short-answer and four-point extended-response questions. Questions are also balanced between physical, earth/space and life science.

Multiple choice

Jemond's favorite ride at the amusement park is the roller coaster. He especially likes the Coasting Thunder and Timber Coaster. These rides cause his heart to beat faster and harder. It takes a while for his body to get back to normal, but Jemond thinks the ride is worth it.

Jemond decided to make a model of a roller coaster at home. He got some plastic track, a marble and masking tape. He made a model with one big loop and two small loops, using the plastic track. He held one end of the track in the air and placed a marble at the top of that end. He let go of the marble to see if it would go through the entire length of the track without falling out. After several trials and adjustments, Jemond was successful at getting the marble to go through the entire length without falling out.

A. marble

C. marble

B. marble

D. marble

Which best represents the successful model that Jemond made?

- A.
- B.
- C.
- D.

In which model does the marble have the greatest stored (potential) energy at the beginning?

- A.
- B.
- C.
- D.

Short answer

Jemond decided to compare his heart rate on each roller coaster to decide which ride was more exciting.

Time (seconds)	Heart Rate (beats per minute)	
	Coasting Thunder	Timber Coaster
Before ride	65	65
(Ride starts) 0	76	85
30	85	80
60	95	88
90	110	98
(Ride ends) 120	110	88
150	105	80
180	100	70
210	90	68

Based on this data, which ride was more exciting?

- Give one reason for your choice.
- Support your reason with data from the table.

Coasting Thunder is a more exciting ride because Jemond's heart rate is faster during the ride, and it takes longer to slow down. When you get excited your heart rate goes up and his heart rate suggests he was more excited when riding the Coasting Thunder roller coaster.

In a one-point response, the student must show some ability to use evidence from scientific investigations, think critically and logically and develop explanations. The student gives a scientifically valid reason for his or her choice but does not support it with evidence from the table OR the student makes a choice but the scientifically valid reason does not compare the two rides OR the student presents supporting data, but his or her choice is merely implied.

What's essential in mathematics?

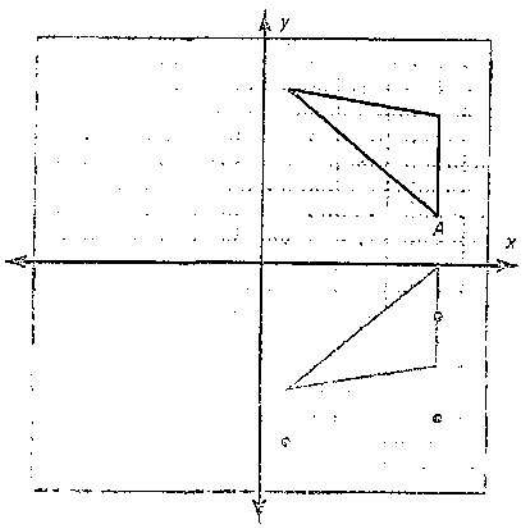
- Understand and apply the concepts and procedures of mathematics;
- Use mathematics to define and solve problems;
- Use mathematical reasoning;
- Communicate mathematical understanding in both everyday and mathematical language; and
- Understand how mathematical ideas connect within mathematics, to other subject areas and to real-life situations.

The mathematics WASL covers arithmetic and number concepts, measurement, estimation, geometric sense, probability, statistics, algebraic sense, problem-solving, logical reasoning and communication. It includes multiple-choice, short-answer and extended-response questions. Students can earn zero to four points for each response.

Short answer

Reflect (flip) the triangle over the x-axis and then translate (slide) the triangle up two units.

- Mark the three points for the angles of the reflected triangle
- Use a straightedge (ruler) to draw the triangle in its new position



In a two-point response, the student shows an understanding of simple geometric transformations by marking the three vertices (corners) of the triangle reflected over the x-axis AND drawing the new, translated (reflected) triangle up two units. Note: A two-point response may have one point and/or its corresponding point in the translation plotted incorrectly.

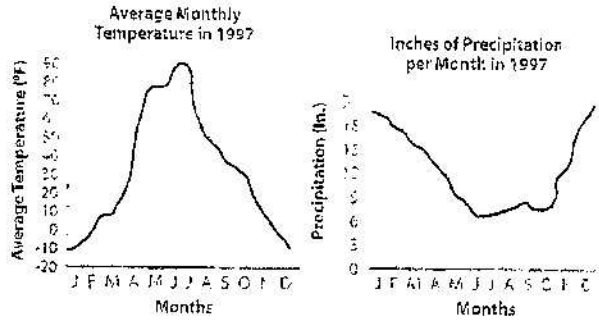
Multiple choice

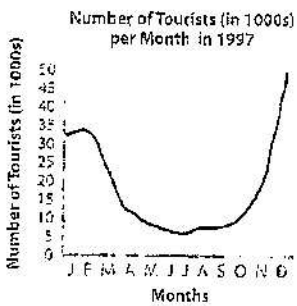
Thirty boys and twenty girls attended the pep rally last Friday. What was the ratio of girls to the total number of students at the pep rally?

- **A.** 2:5
- **B.** 3:2
- **C.** 3:5
- **D.** 2:3

Extended response

The following graphs represent data from a tourist area for a given year.





Study the three graphs.

- Give two conclusions about the tourist area by combining information from the graphs
- Support each conclusion using specific data from at least two graphs.

Conclusion Number One with support from at least two graphs:

Conclusion Number Two with support from at least two graphs:

Get more

[illegible] evaluating Washington state's assessment and accountability system and Essential Academic Learning Requirements. Here are a few favorites.

Contact your school principal or visit your school or district Web site.
Your principal or other school staff can answer questions about your child's WASL performance. Go online or talk with school staff to learn more about local standards, goals and improvement plans.

Attend teacher conferences, and school or district meetings about testing.
Many schools offer information sessions about state assessments. Get your questions answered locally.

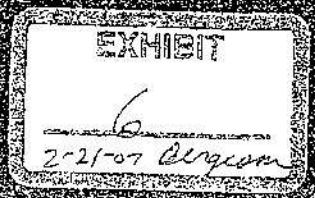
Check out the Office of Superintendent of Public Instruction Web site: www.k12.wa.us
Get more information on the WASL and graduation requirements at www.k12.wa.us/GraduationRequirements/default.aspx or www.wasl2006.org.

Explore the Partnership for Learning Web site: www.partnership4learning.org. It offers a variety of information about new graduation requirements for the class of 2008 and beyond.

Talk to your local Parent Teacher Association (PTA) representative. Or, visit the Washington State PTA Web site: www.wastatepta.org.

Office of Superintendent
of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

Exhibit 6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Washington Learns

LEARNER-FOCUSED, [illegible] EDUCATION

November 2006

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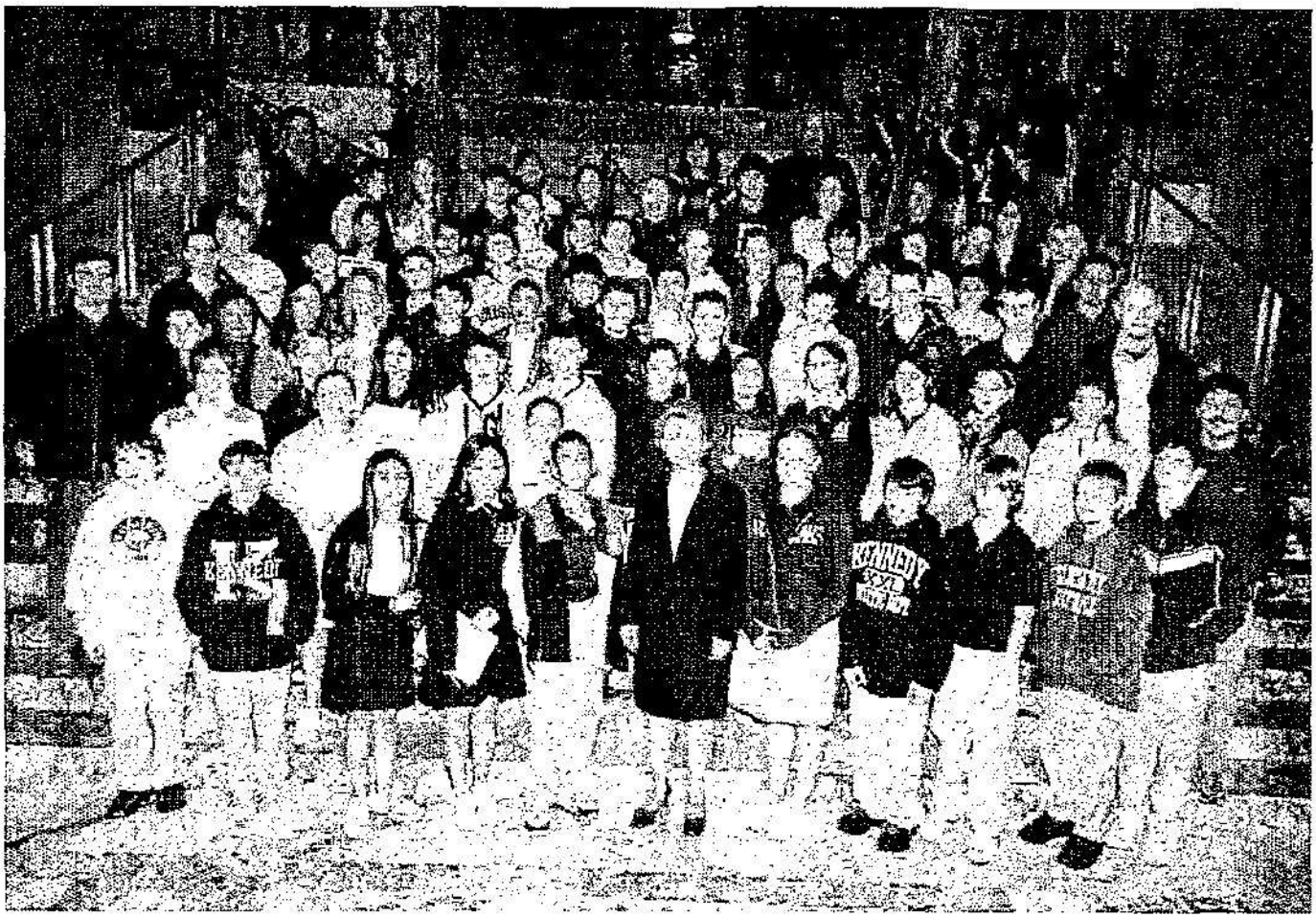


"There are risks and costs to a program of action. But they are far less than the long-range risks and costs of comfortable inaction."

John F. Kennedy

CHRIS GREGOIRE
Governor

STATE OF WASHINGTON
OFFICE OF THE GOVERNOR
P.O. Box 40002 • Olympia, Washington 98504-0002 • (360) 902-4111

Dear Washingtonian,

On behalf of the members of Washington Learns, I am pleased to submit this report on developing a world-class, learner-focused, seamless education system for our state.

Starting in July 2005, the Washington Learns committees have worked hundreds of hours to prepare these findings and recommendations for you. We reviewed our entire education system—early learning, K-12, post-secondary education and workforce training—to figure out how to provide high-quality lifelong learning for all our citizens in the 21st Century.

Education is the single most important investment we can make for our children, our state, our economy and our future.

We propose a bold plan to redesign and re-invest in education during the next decade. We offer a new way of thinking about the purpose and function of public education, and we believe that math and science education must be addressed first.

Our education system must encourage creativity and innovation, and reward performance. Students should be allowed to learn at their own pace, and must be prepared for success at the next level. As home to the world's technology leaders, we must embrace and use technology to its fullest potential.

We all share responsibility with teachers, parents and families to provide quality education, beginning at birth and continuing through lifelong learning. We will invest in programs that work, and we will hold ourselves accountable for results.

I know it will not be easy. Changing the way we think about education is difficult, and changing our entire education system is a major challenge. But I believe in our ability to rise to this challenge, and to do better than we have ever done before.

It is time for bold, purposeful action.

It is time to make some big changes to Washington's education system. It's time to make the hopes and dreams of our children a reality.

It is time to get to work.

Sincerely,

Chris Gregoire

Chris Gregoire
Governor

01. WORLD-CLASS EDUCATION

Our current education system was designed for the previous economy and our students are falling behind international standards. As our economy and the world around us changes ever more dramatically, we must transform our education system in order to better prepare our children.

The new economy is not bound by state borders, it isn't driven by manufactured goods or natural resources alone, and it doesn't rely solely on services. In the new economy, technology means that a software designer in Redmond is as likely to compete with a worker in Bangladesh as with one in Silicon Valley. A grocery store stocker in Spokane is linked to a complex global supply chain where information and transactions can update in less than a second. New economy workers offer creative solutions and respond instantly to opportunities for innovation. The new economy is based on knowledge, and knowledge is based on education.

Education is the single most important investment we can make for the future of our children and our state. Employers need to know that the workers they hire can meet the complex demands of the new economy. In specific industries where Washington has a competitive advantage—global health, aerospace, advanced manufacturing and technology, and other research-intensive industries—the demands on our education system are even greater. These industries need world-class workers and world-class research. From fields to factories, hospitals to hospitality, for every established and startup business, Washington's economic future depends on an internationally competitive, world-class education system.

Washington has a constitutional duty to provide a basic education for all children from kindergarten through twelfth grade. But **it is an economic necessity that we change our entire education system** from early learning through graduate school so that it is not merely basic, it is excellent.

THE CURRENT SYSTEM

Our education system has improved during the past decade. Schools have become less isolated and more coordinated, and are keeping better track of what students know and can do. But the improvements of the past decade are not enough to prepare us for the next century, and individual school improvements will not bring us the system-wide results that we need.

Washington has the potential to become a global leader. We are home to diverse technologies and opportunities for innovation. We enjoy a strategic geographic location, making it easy for us to participate in international trade. In fact, one in three jobs is connected to international trade, the highest percentage of trade-dependent jobs in the nation. Washington is truly like a small country, well known around the world for the quality of our airplanes, software, coffee and agricultural products.

Our existing workforce is well-educated. But if current trends continue, our future workforce will not be educated enough.

Right now, in Washington:

- Less than 50 percent of children enter kindergarten ready to learn.
- Only 74 percent of ninth graders graduate from high school with their peers.
- Only 60 percent of black and Hispanic students graduate from high school with their peers.
- We have been importing educated workers from other states and nations to fill our best jobs, leaving the less stable and lower paying jobs for people educated in Washington.
- One-third of the adult population has only a high school diploma or less.
- The younger working age population is less educated than their older counterparts.
- Nearly one-quarter of employers report difficulty finding qualified job applicants with occupation-specific skills.

These facts cannot be ignored. Education is the key to success in the global economy, and our education system is not preparing our students to compete. It's time to make some big changes so that we can start seeing better results.

OUR MISSION

One primary mission drives this report and our recommendations:

To be competitive in the global economy, we must educate *more* people to achieve at *higher* levels.

We must hold our students to educational standards that are at least as high as those used in other states and nations. Put simply, we must educate all Washingtonians to a level that makes them competitive worldwide.

The reality is that more Washingtonians need more education. For our communities, investing in education keeps kids out of trouble and prevents future costs of crime and incarceration. For our citizens, investing in education pays them directly with access to better jobs. While a high school diploma is no longer the ticket to a family-wage job, not everyone needs four years of college. Research shows that even one additional year of college or workforce training can result in a higher-paying job in the new economy.

THE FUNDAMENTAL PURPOSE OF EDUCATION

While economic necessity drives these recommendations for education reform, we must never forget that a healthy democracy depends on educated citizens.

More than ever before, our education system must prepare world citizens who respect cultural differences, who understand political differences, and who can make informed choices among different policies. Our democracy must be free and strong, and our citizens must be informed and engaged, if we are to set an example for the rest of the world.

BOLD REFORMS FOR A WORLD-CLASS EDUCATION SYSTEM

Every strategy for change in this report is a dramatic shift in thinking about how education is delivered and about the results we expect for the investments we make.

We are moving away from a one-size-fits-all education system that automatically promotes students based on their age or the amount of time spent in a classroom. We are moving toward a lifelong seamless system that promotes students based on what they actually know and can do. These are fundamentally bold reforms.

We will start early, because a child who loves learning becomes a lifelong learner. With the new state **Department of Early Learning** and the public-private **Thrive by Five** partnership, we will offer parents, child care providers and other caregivers the information and support they need to be their children's first and best teachers.

The first year sets the stage for the rest of a student's academic life, so we will phase in voluntary **all-day kindergarten** to every parent who wants it. For busy working parents, we will rate child care services using a simple five-star system to provide quick and easy access to information about the quality of child care in their communities.

Teaching matters. We must **attract and retain the best and brightest teachers** and faculty for our students, and reward the best teachers for their commitment to results. We will offer better support and teacher training at all levels, making sure that teachers have the skills and resources to bring **math, science and creativity into every classroom.**

We will hold our students to **math and science standards** that match or exceed the standards of other states and nations, and we will make sure that students, from kindergarten through graduate school, are prepared for their next level of classes.

We will make better use of technology in **virtual classrooms**, supported by well-trained teachers and staff, that deliver personalized materials to reach and challenge students while allowing them to learn at their own pace.

We will increase **opportunities for everyone to get post-secondary education.** Investments in workforce training will educate the next generation of mechanics, nursing assistants and technicians. At the same time, our colleges and universities will provide Washingtonians with the advanced degrees, such as computer science and engineering, that are in high demand by local employers.

We will **hold ourselves accountable.** The state, parents, teachers, families, communities, businesses, civic organizations and educational institutions will share responsibility for results, and we will never again let Washington's education system fall behind.

PRINCIPLES FOR CHANGE

A world-class education system is coordinated and focused on the long-term success of every learner. It will not be easy. No one sector of the education system can achieve this ambitious goal alone. We must shift our thinking away from that of separate, independent education delivery systems. We can no longer treat early learning, K-12 and higher education as separate and distinct. Instead, we need an education system that flows seamlessly from birth to adulthood, and is committed to shared responsibility and accountability for results.

There are five principles that guide us toward a world-class, learner-focused, seamless education system.

1. Share Accountability for Continuous Improvement

2. Tailor Education to Fit the Needs of Individuals

education. Relevance means that courses and projects excite students to learn, to excel and to see the connection between what they are learning and what they plan for their future. Relationships mean that students are supported by adults – family, teachers or community members – who help them plan for their future and encourage them to

3. Bring Creativity into the Classroom

4. Engage Parents, Communities & Private Partners

5. Commit the Necessary Human & Financial Resources

STRATEGIES FOR REFORM

In the pages that follow, we outline five major areas of reform for our education system. They require contributions from the educational, public and private sectors. Each follows our guiding principles. Each is focused on developing students into lifelong learners. Together, they are the major changes that will help us educate more Washingtonians to higher levels so that we can be globally competitive in this economy and in the next.

Let us imagine an education system that gives every child the opportunity to succeed in school and in life. Imagine an education system that entices people of all ages and abilities to seek more education and workforce training to improve their lives and the lives of their children. Imagine the best and brightest teachers in the classroom and principals who lead and inspire. Imagine classes of thinkers, who learn not just memorized answers but also the skills of adapting to change and creating innovative new solutions. Imagine an education system that sparks interest in all subjects while preparing us for productive careers and thoughtful citizenship. Let us imagine an education system that produces careful consumers and caring world citizens.

Let us work together to build a world-class, learner-focused, seamless education system for Washington.

TEN-YEAR GOALS FOR A WORLD-CLASS EDUCATION SYSTEM

1. Parents will be their children's first and best teachers, and will have the support they need to help their children "learn to learn" in their first years of life.

2. Families will have access to high-quality, affordable child care and early education programs staffed by providers and teachers who are adequately trained and compensated.

3. All children will enter kindergarten healthy and emotionally, socially and cognitively ready to succeed in school and in life.

4. All students will transition from third grade with the ability to read well and do basic math, and with the ability to actively participate in a learning environment.

5. All students will transition from eighth grade with demonstrated ability in core academic subjects, citizenship skills and an initial plan for high school and beyond.

6. All students will graduate from high school with an international perspective and the skills to live, learn and work in a diverse state and a global society.

7. All students will complete a rigorous high school course of study and demonstrate the abilities needed to enter a post-secondary education program or career path.

8. All Washingtonians will have access to affordable post-secondary education and workforce training opportunities that provide them with the knowledge and skills to thrive personally and professionally.

9. Washington will have a well-trained and educated workforce that meets the needs of our knowledge-based economy.

10. Academic research will fuel discoveries and innovations that allow Washington businesses to compete globally.

02. BACKGROUND & MAJOR FINDINGS

The 2005 Legislature created Washington Learns to conduct a comprehensive review of the state's entire education system, from early learning through [illegible] and to assure that it responds effectively to 21st century needs. An interim report was issued on November 15, 2005, providing recommendations which were nearly all enacted by the 2006 Legislature.

The broad scope of work combined with the short time frame has made this review a challenging task. But it also presented the opportunity to [illegible] to move us closer to world-class, learner-focused, [illegible]

HISTORY & PROCESS

Beginning in July 2005, a thirteen-member Steering Committee, chaired by Governor Gregoire and advised by 75 citizens, educators, business and community representatives on three advisory committees, immersed itself in this work to bring you these strategies and recommendations.

As directed by legislation, the three advisory committees were the Early Learning Council, the K-12 Advisory Committee and the Higher Education Advisory Committee. Each of these advisory groups met at least monthly from August 2005 through August 2006. Smaller working groups of the advisory committees also formed to address specific tasks, and these groups often met more frequently. From August 2005 through July 2006, we met at least four times each month, once each for the Steering Committee and the three advisory committees.

In early September 2006, we issued a Draft Report for Public Comment and received public testimony from nine communities at six public hearings in Olympia, Spokane, South Seattle, Vancouver, Mt. Vernon and Pasco.[3] Over 1,500 people attended the six public hearings and provided oral testimony. We also received more than 1,000 written comments submitted by mail or online. Finally, we commissioned a telephone survey of 600 citizens statewide, asking them to tell us their priorities for improving education in Washington. All of this public input has been considered in crafting this final report.

Complete information about every meeting held by the Steering Committee, the advisory committees and the various workgroups is available at www.washingtonlearns.wa.gov.

INTERIM REPORT & LEGISLATIVE RESPONSE

In November 2005, as directed by legislation, Washington Learns issued an interim report and recommendations for consideration by the 2006 Legislature.

The interim report proposed that the overarching goal for educational reform should be, as it remains today:

To raise educational attainment in Washington through a world-class, learner-focused, seamless education system in order to compete globally and thrive locally.

The interim report focused on four areas for immediate action. These were:

- Improving the quality and availability of early learning programs and resources for parents of infants and young children;
- Investing in intensive, focused academic support for high school students who need extra help to meet the state's academic requirements in reading, writing and math, and providing additional resources for this purpose to schools with classroom teachers;
- Reducing the high school drop out rate and helping students plan and prepare for college, work or post-secondary job training; and
- Developing a statewide student information system.

Of the ten strategies proposed, seven required legislative action and six received favorable action. These strategies and the Legislature's response are summarized below.

2005 STRATEGY	LEGISLATIVE BUDGET ACTION
Create a cabinet-level Department of Early Learning.	HB 2964 was enacted creating the new Department of Early Learning, effective July 1, 2006 ($1.5 million)
Invest in focused academic support to help students meet state academic requirements.	New program was created. ($28.5 million). New mathematics learning materials ($3.4 million).
Expand programs like Navigation 101 to all secondary school students.	$6.625 was enacted ($4 million)
Provide high school students the opportunity to assess college readiness during 10th or 11th grade.	Proposal discussed but not enacted.
Develop an additional career pathway to create pre-apprenticeship programs for high school students.	HB 2789 was enacted providing grants to support these programs ($175,000).
Continue the Transitions Mathematics Project (public-private partnership).	Funding was provided ($275,000).
Support development of longitudinal student data system.	Funding was provided ($2.3 million).

In addition to legislative and budget proposals, the interim report also recommended supporting a public-private partnership focused on public engagement and quality improvement in early learning settings. In response, the Thrive by Five partnership, co-chaired by Governor Gregoire and Bill Gates, Sr., was formed in January 2006 with an initial $9 million to invest in parent education, high-quality demonstration projects in White Center and Yakima, and other planned early learning improvements. Thrive by Five partners have pledged up to $100 million over the next decade for early learning investments.

THE ROOTS OF EDUCATION REFORM

The positive influence of competition is one of the founding principles of our state and nation. Competition sparks innovation, offers choices and pushes us to be better. Efforts to reform and revitalize education have also resulted from individual, national and global competition, leading us toward significant improvements.

Education reform is not easy. Rethinking, redesigning and reworking every part of our education system so that it provides world-class results is difficult for students, parents, teachers and the state. But every time the American people have been challenged to do better, we have come together and risen to that challenge. Every time we have found ourselves with a choice between striving for excellence or falling into mediocrity, we have pushed ourselves forward.

The Soviet Union's 1957 launch of Sputnik shocked America and led President Kennedy to call for a commitment to "landing a man on the moon and returning him safely to the Earth."[4] This reaction to global competition resulted in investments in university research and a demand for math and science experts that infused the nation's education system with new resources and purpose.

Thirteen years ago our country was deemed to be "a nation at risk" by the National Commission on Excellence in Education, and we were challenged to reform and reinvigorate our education system.[5] In Washington, legislation enacted in 1992 and 1993 moved us toward a performance-based education system with new learning goals, consistent academic standards, assessments based on those standards, and student and school accountability for results.[6] But the reforms of the 1990s are not enough to carry us through this century.

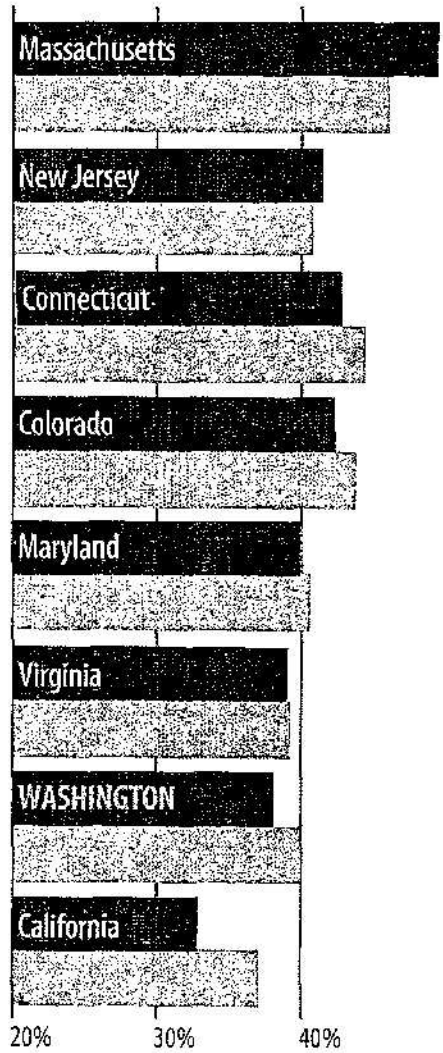
We are now at a moment when we are being challenged again. We have a choice as to whether our children and grandchildren will be able to compete in the new economy. Comprehensive educational reform is not easy, but we will rise to meet the challenge.

RAISING EDUCATIONAL ATTAINMENT

The United States is still among the world leaders in the proportion of 35- to 64-year-old adults with college degrees. This outcome results from deliberate national policies, like the G.I. Bill, that dramatically expanded the college-going population beyond a small number of elite citizens. This expansion continued with the population explosion of the baby boom generation.

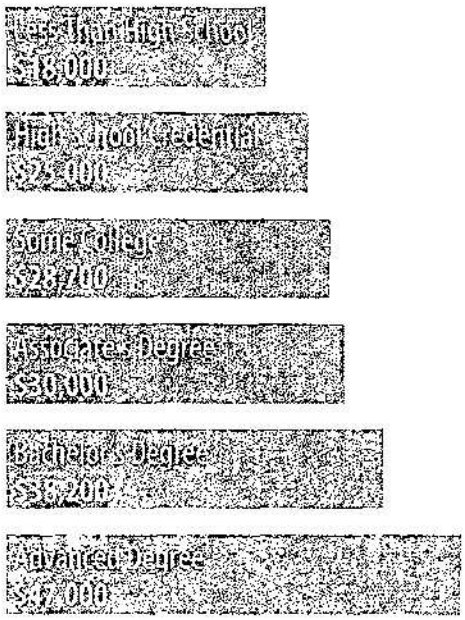
During the 1990s, as the importance of an educated workforce in the global economy became more clear, other nations invested heavily in their education systems while progress in the United States stood still. The United States ranked last among 14 nations in raising college participation rates in the 1990s.[7] Not surprisingly, the United States has dropped from first place to seventh in the educational attainment of younger adults (ages 25-34) compared with other major industrial democracies of the world.[8]

Percent with Associate's or Higher Degree



Source: U.S. Census Bureau 5 Percent Public Use Microdata Sample (PUMS) for Washington

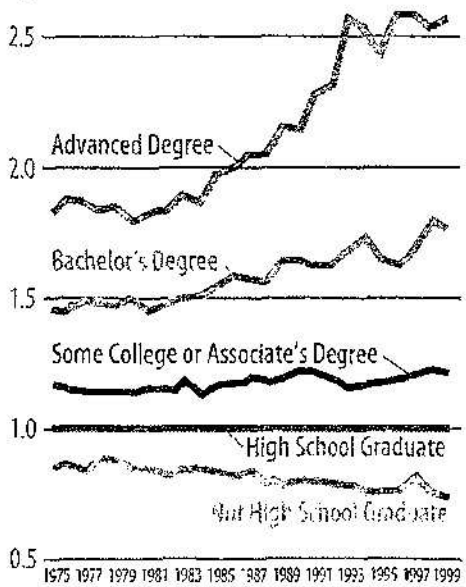
Individuals Benefit with Increased Education
Median Income



Source: U.S. Census Bureau, Census 2000,
5 Percent Public Use Microdata Sample (PUMS) for Washington.
Analysis by the Office of Financial Management.

The Value of More Education Has Increased Over Time

Average Earnings as a Proportion of High School Graduate's Earnings



Source: U.S. Census Bureau Current Population Surveys,
March 1976-2000

Our state has not escaped this alarming trend. Comparing the level of educational attainment between older working adults (ages 35-64) and the younger adult population (ages 25-34), Washington mirrors the nation. Our older population is better educated than our younger population, a trend that is clearly moving in the wrong direction.

With our educational strength heavily concentrated in the older population, our future workers will not be educated enough for the good jobs that await them. Two demographic forces make the urgency of raising educational attainment for everyone even greater. First is the impending retirement of the best-educated population in U.S. history—the baby boomers. Second is the growing proportion of youth from ethnic minority and low-income groups, precisely those who have in the past been served least effectively by the education system. These students graduate from high school, enroll in college and complete college programs at sharply lower rates than the baby boomers that preceded them.

Unless we meet these educational disparities head-on, workers with the necessary knowledge and skills will be in short supply at the moment when the baby boomer generation retires. At the same time, because other nations are investing heavily in education now, their well-educated younger adults have a competitive advantage over Washington workers.

During the next ten years, we must **educate our people to achieve higher levels of educational attainment.** This will require a sustained commitment and sharp focus on three transitions in education. We must ensure that:

- More young children enter kindergarten ready to succeed,
- More students graduate from high school with their peers, and
- More high school graduates complete higher education or workforce training.

RETURN ON INVESTMENT

Education is an investment, like investing in physical capital or stocks and bonds. We make these investments because we expect a high rate of return, in the form of higher wages and social benefits for the graduates, and thriving civic communities for all of us. We know that investing in education pays big dividends—for individuals, for communities and for the state as a whole.

As educational attainment increases, so does median income and lifetime earnings.[9]

Moreover, the earnings advantage for those with advanced education is growing. Before 1985, the earnings of a person with a graduate degree were 60 percent higher than the earnings of a high school graduate. Since then, the difference has grown to 100 percent.[10] A report by the Census Bureau shows that the earnings of people with baccalaureate and graduate degrees have been growing relative to a high school diploma since the mid-1980s. In 2004, people with baccalaureate degrees earned 1.8 times what high school graduates earned, and advanced degree holders earned 2.7 times what high school graduates earned.
But improved earnings do not necessarily require a four-year college degree.

Research shows that even one additional year of school beyond high school, especially if it results in a workforce certificate or credential, brings a significantly higher paycheck.[11]

Several economic studies of the long-term benefits of investing in high-quality early learning, especially for at-risk children, document very high cost-benefit ratios—about eight dollars returned for every dollar invested. Multiple studies have shown that once the public and private costs are taken into account, there is a substantial and positive rate of return on educational investments. One study showed that communities receive a return on investment of nearly 12 percent for the value of a baccalaureate degree over a high school diploma.[12]

Economists have also shown that investing in education has positive effects on the wages of all workers.[13] A one percent increase in the number of college graduates in a city brings rising wages for all other city residents. In fact, a one percent increase in college graduates brings a 1.9 percent wage increase for high school dropouts, a 1.6 percent wage increase for high school graduates, and a 0.4 percent wage increase for other college graduates.

Finally, a variety of positive social benefits are associated with higher education levels, including reduced rates of crime, higher voting rates and more civic participation, all of which lead to stronger communities.[14]

Research shows that education is a good investment. We know that education and training can lead to a better job. We understand that Washington's ability to compete nationally and globally is slipping. If we are to provide the best possible future for our children, our economy and our state, we must improve our education system so that we educate more people to higher levels.

"Education is for improving the lives of others and for leaving your community and world better than you found it."

Marian Wright Edelman

President & Founder of the Children's Defense Fund

03. THE GLOBAL CHALLENGE STATES

A world-class education system will prepare today's students to be tomorrow's citizens, equipping them to successfully navigate the unknown and engaging thoughtfully in solving problems, to create a world-class [illegible] Washington during the next ten years we'll be measure our progress.

In his widely acclaimed book "The World Is Flat," New York Times editorial writer Thomas Friedman describes how technology, education and economic interconnections have come together to allow India, China and many other nations to join the global supply chain for services and manufacturing.[15] In just a few short years we've seen a dramatic improvement in the ability of individuals as well as companies and institutions to collaborate and compete globally. Friedman offers convincing evidence that we must focus on education and training if we are to succeed.

Our state is well positioned to lead in this new world, but we must invest in education to keep our edge.

As we improve our education system to fit the new global economy, we cannot compare ourselves to mediocrity or settle for average. We propose a new benchmark to make sure that we remain competitive: the Global Challenge States. These states are the top eight performers on the New Economy Index. The index compares states on 21 indicators that measure how well they are positioned to compete in the new economy. Because it is not possible to get reliable data to compare ourselves directly with other nations, we propose the Global Challenge States as a substitute for international comparisons.

Currently, Washington ranks second among all fifty states for its potential to compete on the New Economy Index, trailing only Massachusetts. But our high ranking is based on our potential, and our ability to reach our full potential depends on education.

THE NEW ECONOMY INDEX

In some respects, there is nothing new about the new economy. We still work, and we still buy, sell and trade products and services, just like we always

How Washington Measures Up

Children Enrolled in Preschool

1 Virginia
2 New Jersey
3 Connecticut
4 Massachusetts
5 Maryland
6 California
7 Colorado
LAST WASHINGTON

K-12 Expenditure per Student

1 New Jersey
2 Connecticut
3 Massachusetts
4 Maryland
5 Virginia
6 Colorado
7 WASHINGTON
8 California

K-12 Student-Teacher Ratio

1 Virginia
2 New Jersey
3 Connecticut
4 Massachusetts
5 Maryland
6 Colorado
7 WASHINGTON
8 California

Funding per Student at Research Schools

1 Connecticut
2 California
3 New Jersey
4 Maryland
5 Massachusetts
6 WASHINGTON
7 Virginia
8 Colorado

Bachelor's Degrees per 1,000 Population

1 Massachusetts
2 Connecticut
3 Colorado
4 Virginia
5 Maryland
6 WASHINGTON
7 New Jersey
8 California

Advanced Degrees per 1,000 Population

1 Massachusetts
2 Connecticut
3 Maryland
4 Colorado
5 Virginia
6 New Jersey
7 California
LAST WASHINGTON

have. But the ways in which we interact have changed, and the speed of our transactions influences how we organize production, how we establish patterns of trade and how we deliver to consumers.

Developed by the Progressive Policy Institute in the mid-1990s, the New Economy Index ranks states on 21 indicators of their potential to compete in the new economy.[16] These indicators are grouped into five categories that define what is new about the new economy:

1. Knowledge jobs. Indicators measure the employment of information technology professionals; jobs held by managers, professionals, and technicians; the educational attainment of the entire workforce; and the education level of the manufacturing workforce.

2. Globalization. Indicators measure how much manufacturing and foreign direct investment is related to exports.

3. Economic dynamism and competition. Indicators measure the number of fast-growing companies (companies with growth of 20 percent or more for four straight years); the rate of new business startups and existing business failures; and the value of initial public stock offerings by companies.

4. Transformation to a digital economy. Indicators measure the percentage of the population that is online; the number of ".com" domain name registrations; technology in schools; the degree to which state and local governments use information technologies to deliver services; internet and computer use by farmers and manufacturers; and broadband access by residents and businesses.

5. Technological innovation capacity. Indicators measure the number of jobs in technology-producing industries; the number of scientists and engineers in the workforce; the number of patents issued; industry investment in research and development; and venture capital activity.

In 2002, the last time the index was published, Washington ranked second overall on the New Economy Index.[17] But our high ranking is based on our potential, and whether we are able to make the best use of our education system will determine whether our global leadership becomes a reality.

COMPARISON OF EDUCATION STATISTICS

The Global Challenge States, the top performing states overall in the New Economy Index, are, in rank order: Massachusetts, Washington, California, Colorado, Maryland, New Jersey, Connecticut and Virginia.

After measuring Washington against the Global Challenge States on a series of education indicators, it is clear that we need to make some major improvements to our education system in order to compete with other states and nations.

Our students are falling behind other states and nations, and we need a long-term strategic investment in education in order to remain competitive.

04. FIVE INITIATIVES FOR A WORLD-CLASS EDUCATION SYSTEM

Within each of the following five major initiatives are specific strategies for reform that will produce real results to bring us closer to a world-class, learner-focused, seamless education system for Washington [illegible] personalize learning so that every student has the opportunity to succeed. We will offer college and workforce training for everyone. And we will hold ourselves accountable for results.

EARLY LEARNING: A SMART INVESTMENT

Research into the brain development of young children tells us that children are born learning. As their child's first and best teachers, parents have the first and best opportunity to start their children on the path to lifelong learning.

Through early experiences, the basic architecture of the brain is built, and the quality of that architecture determines whether a child's learning and behavior will be sturdy or fragile. As the brain matures, the ability to process complex information builds on this early hard-wiring of the brain.

The years from birth to age eight are the "learning to learn" years, when children build the foundations to become capable readers, writers, mathematicians, artists, musicians, creative thinkers, speakers of more than one language and caring citizens. With guidance from parents, families and other caregivers, children develop bonds with others and learn to express compassion, work well in groups and live with rules. These are the years when each child's innate capacity for creativity must be developed. These are the years when parents and early education teachers can make the most difference in a child's life and future. With a strong foundation, children will be prepared to communicate about subjects more deeply, and to connect and apply their learning to new topics and personal interests in later years.

A survey of Washington kindergarten teachers in 2004 found that more than half of children entering kindergarten were not ready for school.[18] The child who is not ready in kindergarten starts behind other children, and children who start behind tend to stay behind throughout their time in school.

Economists and educators have found that investments in high-quality early learning, especially for at-risk children, yield significant benefits. The Perry Preschool Study **found that eight dollars was saved for every dollar invested in early learning**, as the costs of remedial education, special education, abuse and neglect, health care, school drop-out rates, teen pregnancy, crime and incarceration were all significantly reduced.[19] The clear message is that if we invest now in quality early education, we will all benefit later as more of our students graduate from high school, become and stay employed and earn higher wages.

Strategy 1: Create a cabinet-level Department of Early Learning that reports to the Governor and is accountable to the public.

Child care and early learning programs were spread across many different state agencies, making it difficult for parents to get information about services in their communities. This was an inefficient use of taxpayer dollars, and resulted in a lack of attention to the importance of early learning.

EXPECTED RESULTS

More efficient use of resources, improved early learning support for parents and families, and more young children ready to succeed when they enter kindergarten.

ASSIGNMENT

With legislation enacted by the 2006 Legislature, the new Department of Early Learning was created July 1, 2006, and the Director reports directly to the Governor. This agency is now working with parents, families and communities across the state to improve early learning in Washington.

Strategy 2: Support public-private partnerships focused on engaging the public and improving the quality of early learning.

Many prominent business, community and government leaders support early learning and would like to partner with the state to help improve the quality of early learning services. This partnership depends on broad participation, including active state involvement as a funding partner, and strong ties to local communities.

EXPECTED RESULTS

Parents and teachers will have better knowledge about strategies that can improve the quality of early learning, communities will be more aware of the importance of early learning, and best practices in early learning will be available statewide.

ASSIGNMENT

In January 2006, the state joined with more than a dozen organizations in creating a statewide public-private partnership, Thrive by Five Washington. Thrive by Five begins with $9 million in new funding that will be invested in parent education, high-quality early learning demonstration projects in White Center and Yakima, and other early learning improvements. Thrive by Five partners have pledged up to $100 million for early learning over the next decade, and the partnership is governed by a board of directors co-chaired by Governor Gregoire and Bill Gates, Sr.

The Department of Early Learning and Thrive by Five, working with state and local agencies, will provide leadership to early learning public-private partnerships forming in communities across the state. These local partnerships will be encouraged to seek local funding and develop strategies to improve coordination and exchange information between the community, early care and education programs including K-12.

Strategy 3: Make voluntary parenting information and support readily available to parents, grandparents and other caregivers.

Parents, including guardians who act as parents, are their child's first and best teachers. Every parent wants his or her child to thrive. But many parents are confused about what to do when they face midnight feedings, teething, tantrums and many other challenges. Voluntary, culturally appropriate information can help parents understand child development and get support when they need it. Armed with information and support, parents will be more effective caregivers and advocates, prepared to nurture creativity, curiosity and empathy in their children.

EXPECTED RESULTS

Parents and caregivers will feel competent and capable of responding to their children's needs, and their children will be well-prepared to succeed in kindergarten and life.

ASSIGNMENT

The Department of Early Learning will continue to work with the Thrive by Five partnership to make parenting information, translated into multiple languages, readily available through workplaces, libraries, faith communities, websites and other places where parents and caregivers, including family, friends and neighbors, might be found.

Strategy 4: Improve the safety and well-being of children in child care and early education programs.

When parents search for child care, they ask first, "Will my child be safe? Can I trust the caregivers and teachers to respond to my child's needs?" Next come questions about what their child will do and learn and whether the program is affordable, convenient and has a schedule that allows the parent to work. It is the state's duty to reassure parents, and to regulate child care so that children are safe.

EXPECTED RESULTS

Child care will be safer for children, and the state's liability will be reduced because fewer children will be injured while in child care.

ASSIGNMENT

By July 2007, the Department of Early Learning will develop a strategic plan for improving state child care regulations. In developing the plan, consideration must be given to the recommendations of the Early Learning Council, including the need for an information system capable of providing timely information for parents and streamlining the work of regulators.

Better child care regulation will minimize bureaucratic rules and regulatory barriers and emphasize the need for mutual respect among parents, providers and state staff who enforce regulations. Rules will be concise and clearly focused on keeping children safe and improving early learning outcomes for children. Timely inspection and complaint information will be readily available to parents through the internet and other means.

Strategy 5: Phase in a five-star voluntary rating system that gives parents better information about the quality of child care and early education programs, and expands the availability of high-quality early learning opportunities.

While parents are their children's first and most important teachers, many parents need help meeting their children's early learning needs. Parents often work outside the home and rely on child care and early education services while they work. For these parents, a **five-star voluntary quality rating system** will provide quick and easy information to help guide their choices. For child care providers, the quality rating system will provide fair and equitable quality standards and the resources and incentives to continuously improve the early learning services they offer.

EXPECTED RESULTS

Parents will have more information to choose among better child care programs, and children will be better prepared to succeed in kindergarten and in life.

ASSIGNMENT

The Department of Early Learning will phase in a five-star rating system in collaboration with the Thrive by Five partnership. Implementation will be guided by the Early Learning Council's proposed Quality Rating and Improvement System and Tiered Reimbursement recommendations. Thrive by Five demonstration sites will phase in the rating system by July 2007, with the inclusion of additional communities subject to appropriations.

Strategy 6: Expand early learning teacher training to produce more well-trained, culturally-competent, diverse and imaginative child care providers and early education teachers.

Research strongly links teacher qualifications and pay to improved early learning outcomes for children. But child care center lead teachers are required to have just 20 hours of training within the first six months of employment and earn just over $10 an hour. Professional development and training will, combined with reasonable pay and benefits, attract and retain better early learning teachers and promote long-lasting relationships between early learning teachers and the families and children they serve.

EXPECTED RESULTS

The quality of early learning programs will improve. We will attract and retain better early learning teachers, and children and families will have a more stable early learning environment.

ASSIGNMENT

The Department of Early Learning will work with higher education institutions and the Office of the Superintendent of Public Instruction to develop strategies for substantially increasing the availability of early learning teacher training. Among the issues that will be addressed are: credit for community-based training and experience, transfer of credits across institutions, availability of classes in rural communities and during evening and weekend hours, a stronger link between early learning courses in high school and early learning careers, and math and science education for early learning teachers.

Strategy 7: Develop and implement a kindergarten readiness assessment tool.

Preparing children to succeed in kindergarten and beyond is too important to leave to chance. We must make sure that what we're doing is working and that schools have the right information to respond to the individual needs of students entering kindergarten. **A kindergarten readiness assessment will help teachers, parents and caregivers understand the social and academic development of kindergarteners.**

EXPECTED RESULTS

The assessment will acknowledge all aspects of development, including cultural differences among children, and will support smooth transitions from early learning to kindergarten. Our ability to tailor kindergarten to the developmental and cultural needs of individual children will be improved. Children will transition smoothly from early learning to kindergarten. We will identify children with special needs earlier, and information about improving kindergarten and early learning programs will be more readily available.

ASSIGNMENT

The Office of the Superintendent of Public Instruction will work with the Department of Early Learning and the Thrive by Five partnership to develop a kindergarten readiness assessment tool that aligns with Washington's redesigned benchmarks about what children should know and be able to do when they enter school. A preliminary kindergarten assessment tool will be selected by June 2008, to be evaluated by demonstration projects in the 2008-2009 school year.

Strategy 8: Phase in voluntary all-day kindergarten for all students.

Most young children are ready for more than a few hours of learning opportunities in half-day kindergarten. Their eager minds and growing social, emotional and physical maturity seek out more hands-on learning and exploration, and a full day gives teachers more time to make sure children are ready for first grade. Students who attend full-day kindergarten are more likely than their peers to read at grade level, have good attendance and do well in science. Teachers and parents who already have full-day kindergarten have reported overwhelmingly positive results.

EXPECTED RESULTS

More students will be ready for success in primary school classrooms.

ASSIGNMENT

Subject to appropriations, starting with the 2007-2008 school year, phase in all-day kindergarten, beginning in schools with high poverty levels. To qualify, schools must review the quality of their programs, use the kindergarten assessment tool and demonstrate strong connections and communication with early learning providers and parents. Funding will gradually be improved until all parents have access to a voluntary all-day kindergarten program.

Strategy 9: Prioritize additional Initiative 728 funding to reducing K-3 class size.

Smaller classes mean more personalized attention for students, and this personalized attention can make the most difference in the early years. We should prioritize additional class size reduction funds by focusing them on the primary grades.

EXPECTED RESULTS

Students will exit the third grade reading at grade level, with a basic understanding of math, and with the ability to work cooperatively.

ASSIGNMENT

During the 2007 legislative session, add language to Initiative 728 that establishes K-3 class size as a priority use when additional funds are received by school districts.

Strategy 10: Create K-3 classrooms that build solid foundations.

Instead of automatic grade-to-grade promotion, we should focus on the individual development of each child in an environment that provides all kinds of experiences. Young children have a great capacity to learn. They mimic, pretend, try things out, and express themselves in many ways. They ask why things work the way they do and how to do things themselves. This is when the foundation is laid for the years of school ahead. **A redesigned K-3 classroom can group children based on their actual abilities, not just the time they've logged, and allow them more exposure to arts, science, music, foreign languages and other subjects.**

This new, ability-based classroom encourages a wide variety of experiences so that students can discover their personal interests and talents and follow their natural desire to know more. Students will have broader interests and opportunities when they can sample science, social studies, languages and expressive experiences in the arts, including painting, sculpture and drama, and in physical education, including movement, dance and motor skills.

This means that some students will spend a shorter time and others a longer time in these primary classes, but every student will be ready for fourth grade work when they begin fourth grade.

EXPECTED RESULTS

Students will be interested in many topics, including science and the arts, and they will have the basic reading and math skills for success in fourth grade as learning becomes more subject oriented.

ASSIGNMENT

Subject to appropriations, beginning in the 2007-2008 school year, provide demonstration project grants to implement best practices for developmental learning in kindergarten through third grade. The Office of the Superintendent of Public Instruction will collect data on student academic and social development results related to the materials and instructional practices used.

MATH & SCIENCE: A COMPETITIVE EDGE

Washington students are falling behind international standards for math and science. Only 51 percent of our high school students passed the most recent test of tenth grade math skills.

When high school students are not well-prepared in math and science, they do not pursue the careers or college degrees that require those skills. Jobs in skilled trades from construction to automotive repair require sophisticated math and science skills, and students who enter college should be prepared for college level classes. But 32 percent of Washington students who go to college must take remedial math classes before taking college level classes, and students who enter the workforce are finding it more difficult than they thought to get a well-paying job.[20]

If Washington is going to compete in the global economy, we must hold our students to math and science standards that are at least as high as those in other states and nations.

Employers are demanding more workers with science, technology, engineering and mathematical skills. The top jobs in the new economy require an understanding of math and science, so our math and science curriculum must prepare students to meet state and international standards.

We all have a responsibility to get past the perception that math and science are too hard and show students that math and science are fun, interesting and that they are good at it.

Strategy 1: Develop math and science materials to train child care and early education teachers.

Math and science fundamentals should be introduced early to build a strong foundation and create interest and confidence in higher level math and science classes. Young children learn math and science as they play counting games, stack blocks, sort toys by color, splash in water and watch a caterpillar crawl. These children will benefit from adults who understand and enjoy math and science, and who know how to enhance children's basic learning with words, questions and activities.

EXPECTED RESULTS

More children will be ready for school, as measured by a kindergarten readiness assessment. More children will be interested in math and science, and see its relevance to their lives.

ASSIGNMENT

By July 2008, the Department of Early Learning will work with the Office of the Superintendent of Public Instruction and the State Board for Community and Technical Colleges to develop math and science curriculum materials. These materials will be used by community organizations and higher education institutions to train and educate child care and early education teachers.

"A teacher affects eternity; he can never tell where his influence stops."

Henry B. Adams

Strategy 2: Bring world-class math and science into our classrooms.

- Establish a limited list of math and science curricula made up of world-class content and concepts.
- Increase high school graduation requirements so that students have the math and science skills they need to begin careers or start college level classes.

State assessments have shown that at least half of our students are not learning the math skills they need, and science knowledge lags behind math. Currently, each school district picks its own curriculum and we require only two math credits to graduate. Students who transfer between schools are then confronted with different standards, and many high school graduates who go on to a college or university end up taking a remedial math class because they are not prepared for college level course work.

Washington has not been clear enough about what math skills are expected of a high school graduate, especially one who wants to go to a college, university or skilled training program. A state focus on best practices, including a high-quality rigorous curriculum, is a step toward ensuring the right concepts are presented to our students at the right time. This means replacing "general math" in middle and high school. Technology can be used to provide a wide variety of online math and science programs to students of all ability levels and to improve and expand course offerings in K-12 and higher education.

EXPECTED RESULTS

More students will demonstrate to colleges and employers that they have mastered rigorous state standards and will fare better on international comparisons. There will be more math and science course offerings in schools and colleges, and fewer students will need remedial math at the college level. School districts will experience savings in time and resources for curriculum selection.

ASSIGNMENT

By December 2007, the State Board of Education will adopt **international performance standards for math and science** benchmarked to the Trends in International Mathematics and Science Study (TIMSS) or the Programme for International Student Assessment (PISA) and will adopt high school graduation requirements aligned with those standards.

By July 2008 for math and by July 2009 for science, the Office of the Superintendent of Public Instruction and the State Board of Education will identify no more than three curricula for elementary, middle and high school, along with diagnostic and other materials that are aligned with the new standards.

By December 2007, the State Board of Education will incorporate into their accountability plan the requirement that schools must use one of the state curricula, with exceptions granted by waiver from the State Board of Education for districts that demonstrate outstanding student performance in math and science.

School districts and colleges and universities will increase access to more math and science courses and tutorials.

Strategy 3: Build expertise in math and science teaching.

- Increase math and science course requirements for all prospective teachers.
- Ensure that teachers assigned to teach math and science in middle and high school are prepared to do so.
- Provide professional development and training for teachers to use the state curricula materials.

A world-class education system requires teachers who are effective, not only in their own subject matter but who can also relate learning to other subjects such as math and science. **Teachers must be supported, trained and prepared to be effective.** Teacher preparation at the elementary, middle and high school levels should incorporate the state math and science curricula.

EXPECTED RESULTS

More students will meet state academic standards, and fewer students will need remedial classes at the college level. More teachers in all subject areas will use math and science concepts in their teaching, and more teachers will encourage students in math and science studies.

ASSIGNMENT

By December 2007, the Professional Educator Standards Board will adopt new math and science knowledge requirements for people entering teacher preparation programs, and certification requirements for math teachers in middle and high schools that will prepare them to teach state math and science standards.

Within appropriated funds, the Office of the Superintendent of Public Instruction will develop and provide training programs, or contract with curriculum publishers for training programs, for teachers using the state math and science curriculum.

Subject to appropriations, the Office of the Superintendent of Public Instruction will provide math and science content training for teachers who need the foundation knowledge to support state instruction in math and science.

The state will continue to partner with the Leadership and Assistance for Science Education Reform (LASER) program and other public-private efforts to improve the curriculum and teaching of science.

Strategy 4: Attract more math and science teachers.

New, more rigorous math and science graduation requirements will require more math and science teachers, but many districts report difficulty filling these teaching positions because they have few qualified applicants. Two existing programs have successful track records in addressing this. One provides a loan for students in college math and science teacher preparation programs to help meet school expenses. The loan is forgiven for recipients who teach either subject for three years in Washington schools. The second program provides a one-year, hands-on, school-based program to prepare non-teaching professionals, such as engineers or computer scientists, for effective classroom teaching.

EXPECTED RESULTS

More qualified math and science teachers.

ASSIGNMENT

Subject to appropriations, by June 2008, the Higher Education Coordinating Board will expand the Future Teachers Conditional Scholarship and Loan Repayment Program for teachers who commit to a period of teaching math or science in Washington.

Subject to appropriations, by June 2008, the Professional Educator Standards Board will expand the Alternative Routes to Teacher Certification Program for business professionals and instructional assistants to be licensed to teach math and science.

Strategy 5: Get students excited about math and science, using public-private partnerships.

Students tend to think that math and science are difficult and boring. Some students worry that that if they take these classes in high school they will ruin their grade point average and jeopardize their chance to get into the college of their choice. We must turn those attitudes around and help students and their families understand the benefits of a career in math- and science-related fields. Programs like Navigation 101 show students that they need math and science skills for any future they might choose. **Working together, we can give students the confidence to do well in math and science classes.**

EXPECTED RESULTS

More students will take math and science classes in middle and high school, and go on to complete math- and science-related certificates and degrees in college. Businesses will have a better-trained and well-educated workforce and more Washingtonians will be able to compete for good jobs in the knowledge-based economy.

ASSIGNMENT

Beginning in 2007, the state will work with local community organizations and partnerships, such as e3 Washington, on student activities to reinforce math and science concepts and skills.

The Governor's Office, the Legislature and the Museum of Flight will continue to develop and implement the Washington Aerospace Scholars Program, which engages students from all over the state in summer math and science enrichment programs.

Beginning in 2007, the Office of the Superintendent of Public Instruction will partner with the Washington State Science and Engineering Fair to create more opportunities for students to showcase their work in science and engineering.

Subject to appropriations, the Office of the Superintendent of Public Instruction will lead a public-private partnership that will pilot math and science pathways that begin in middle school and progress through high school to college and career. These demonstration projects will address the technology and curriculum needs of students and professional development needs of staff.

Strategy 6: Expand incentives and opportunities for students seeking high-demand math- and science-related certificates and degrees.

Not enough Washington students are earning certificates and degrees in fields that require math and science to meet the needs of our workforce. The two main causes for this are lack of student demand and lack of program capacity. In some areas, like secondary math and science teaching, there are simply not enough students interested in careers in the field. In other areas, like nursing and construction, there is strong student demand, but not enough spaces available in existing college and workforce training programs.

EXPECTED RESULTS

More students will complete programs and earn degrees in high-demand math- and science-related fields. **Washingtonians will complete math- and science-related college programs that lead to good jobs, and employers will be able to find qualified applicants for jobs requiring math and science skills.**

ASSIGNMENT

Beginning in the 2007-2008 school year, the Office of the Superintendent of Public Instruction will identify low- and middle-income students who show an interest in math and science in middle school. Those students will be informed that if they do well on the math and science WASL in the 10th grade, they will be eligible to apply for a four-year college scholarship for a high-demand math or science degree. The Office of the Superintendent of Public Instruction will also notify low- and middle-income 10th grade students who score in the fourth level of the math WASL that they are eligible to apply for the scholarship.

We recommend, beginning in June 2007, that the state appropriate funds to match private donations raised by the Washington Education Foundation to purchase Guaranteed Education Tuition shares for high school students graduating in the class of 2010. The scholarship program will be administered by the Washington Education Foundation.

In the 2007-2009 budget, we recommend that the state target enrollment funds and require colleges and universities to expand access in high-demand math and science certificate and degree programs.

The Washington State Apprenticeship Council will continue to work with high schools and community and technical colleges to expand opportunities for pre-apprenticeship programs in the building trades.

Strategy 7: Partner with after-school programs to support math learning.

Many students participate in after-school programs with organizations such as the Boys and Girls Clubs. These programs offer a safe environment in which students can socialize, play and do homework after the regular school day. Many programs provide computers, and some of these programs have adult mentors that offer personalized attention to students. **Research shows that after-school programs that are well-designed and connected with students' school studies can improve academic learning for those struggling in school.** Personal help and computer tutoring programs can reinforce skills and provide practice in math.

EXPECTED RESULTS

Mentors and after-school staff personalize the message that math is important, and students, especially lower performing students, will show better math skills.

ASSIGNMENT

Subject to appropriations, the Governor's Office and the Office of the Superintendent of Public Instruction will partner with the Boys and Girls Clubs, other after-school programs and the private sector to conduct demonstration projects that focus on building math skills through activities after school. Strategies will include computer-based programs, mentor and tutor programs, and programs that include students assisting other students.

PERSONALIZED LEARNING: HELPING EVERY STUDENT SUCCEED

The ability to provide an individually tailored public education has never been more possible, or more needed. It is possible because technology lets us personalize the delivery of education in ways undreamed of just a few years ago. Technology, both online and in the classroom, expands teaching options and learning opportunities for all students, whether they are struggling, average or exceptional. It allows access to educational materials at any time of day or night, and can make learning more exciting for students who learn in different ways.

Personal, individualized learning is the key to helping *every* student succeed.

We hold high expectations for all our students, so we must redesign our schools to serve the different needs of all our students. Redesigned schools will recognize students' different cultures, learning styles and individual needs. Rather than marching students of varying abilities through uniform class periods together, we can tailor teaching and adjust learning time to suit individual abilities. A personalized experience means that students have mentors to encourage them to succeed, they have opportunities to learn with their hands in addition to traditional classroom learning, and they are a part of a caring community that includes parents, families, friends and teachers.

Personalized learning prevents students from dropping out, and allows students to use their natural talents and abilities to excel. All students can and should be challenged and expected to perform at the highest levels, and we have the tools now to allow each to progress at his or her own pace.

Strategy 1: Expand and make the most of learning time.

Students learn differently and need different amounts of time and support to master various concepts. For some students there is not enough time in a day to grasp what they need to know. Others may want to learn more about a topic, but the class is moving on to something else. Many schools have been creative about how they assign students, breaking up the day into different groups working on different skills. Some school districts also arrange the school year so that students don't have "time to forget" between school quarters and academic years by building in time for reinforced learning activities. But even with creative ways of organizing the existing school day, week and year, some students still want or need additional time.

EXPECTED RESULTS

More students will meet state standards and the achievement gap will narrow. More students will be prepared for more difficult coursework, and all students will have individualized learning options to suit their needs.

ASSIGNMENT

Subject to appropriations, schools and school districts will **provide students with additional learning time and will make better use of the time they have.** Additional time will help struggling students develop skills in reading, writing, math and science, including time for applied learning experiences, and additional time will allow students who want more of a challenge to accelerate their learning.

Strategy 2: Improve learning opportunities for English language learners.

English language learners are not only developing English skills so that they can communicate well in everyday situations, but also so they can learn the content in school classes and succeed academically. A specific curriculum coupled with skilled teachers will better support students as they learn the English language skills that open future learning and training opportunities. Our assessment of English proficiency should support the skills needed for broader learning.

EXPECTED RESULTS

English language learners will be more successful in academic coursework and have higher graduation rates. More students will be ready to begin higher education and training after high school.

ASSIGNMENT

Subject to appropriations, the Office of the Superintendent of Public Instruction will implement a regional best practices demonstration project in 2007-2008 that coordinates curriculum, assessment, teacher training, and family involvement. By December 2009, the Office of the Superintendent of Public Instruction will use the results of this project to recommend changes to state policies and practices on how we educate English language learners.

Strategy 3: Establish specialized programs to reach students who have dropped out of school.

Too many young people drop out of school. The negative economic and social impacts for these students and the state are severe. While students give many reasons for dropping out, we know that some youth have a greater potential for future success if opportunities other than the regular school environment are offered to them. **Youth academies where students have a focused, "24-7" educational experience without distractions have been successful** in other states. Other successful programs link personal support and work services to graduation requirements.

One program that has demonstrated a cost-effective method to turn at-risk school drop-outs into productive citizens is the Oregon National Guard Youth Challenge Program. This program, with 60% of its funding from the federal government, has a nearly 80% success rate. Students earn high school credits, graduate from high school, pursue other education opportunities and become gainfully employed.

EXPECTED RESULTS

At risk students will build basic skills and earn high school course credits. They will no longer be drop-outs but will complete high school or be enrolled in a technical or academic program, and they will become dependable employees and good citizens.

ASSIGNMENT

Subject to appropriations, using the Oregon program as a model, the Washington National Guard will coordinate the federal and state resources to provide facilities and implement a Washington Youth Academy Program with the first class of 150 students to begin in January 2009.

Subject to appropriations, the Office of the Superintendent of Public Instruction will implement a grant program for school district and community organization partnerships to prevent students from dropping out of school.

Strategy 4: Use technology to personalize and expand learning opportunities.

Washington is home to the world's technology leaders and our schools and colleges must use the power of technology to energize instruction and learning for students and teachers.

Technology allows more personalized connections, lessons, experiences and training, and expands options and opportunities for all students, whether struggling, average or exceptional. Technology is not bound by class time or any particular place, so students can access learning whenever they are ready in virtual classrooms. **Virtual learning allows more students from more places to reach higher levels of education and have more diverse experiences on their own schedule.** Middle school and high school students can take courses to make up for those they failed, or failed to finish on time. For students that excel and want something more, they can take advanced courses or courses not usually available in their district. Virtual classrooms expand opportunities for college students who do not live near a campus, allowing them to complete certificates and degrees from any college or university in the state. Partnerships such as the Digital Learning Commons provide access to these opportunities.

EXPECTED RESULTS

More at-risk students will be connected to learning and make academic progress. More Washingtonians who do not live near a college campus will complete certificates and degrees. Students will take classes related to their interests and future plans and will be empowered to be responsible for independent learning. Advanced students will have access to more challenging materials and will be motivated to excel.

ASSIGNMENT

Subject to appropriations, the Office of the Superintendent of Public Instruction, along with private organizations specializing in technology hardware, software and applications will develop and implement several demonstration projects focused on providing virtual learning opportunities. The Office of the Superintendent of Public Instruction and private partners will report on project results and develop recommendations for future technology investments.

Colleges and universities will use technology to serve more students who are unable to get to a college campus, and to accommodate students who learn better using technology.

Strategy 5: Increase opportunities for career and technical education.

High schools must offer a variety of options to keep students with varied interests in school through graduation. While some students thrive in traditional classroom settings, others excel in hands-on and applied learning environments. Some are headed to college, while others will enter the workforce or pursue specialized training in skilled trades or technical professions.

Workforce projections for Washington emphasize job opportunities that do not necessarily require a college degree. Running Start for the Trades, Tech Prep and Skills Centers offer options for students, but we must create more opportunities, especially in programs related to high-demand fields.

EXPECTED RESULTS

More students will graduate from high school with skills that allow them to get jobs or pursue additional workforce training.

ASSIGNMENT

The Office of the Superintendent of Public Instruction will assist school districts in developing new pathways for students interested in pursuing occupational interests along with their academic studies.

Subject to appropriations, startup funds will be provided for competitive grants to create career academies in Washington high schools. By January 2008, the P-20 Council will develop a request for proposals for these academies. Career academies will offer 11th and 12th grade students the opportunity to focus their studies and training on a particular occupational field. For example, an academy could offer courses and work-based learning opportunities to prepare students to earn their certificate and work as a Certified Nursing Assistant after high school. Academy curricula will be aligned with programs offered in local colleges and universities. This will enable students to transition from high school to college to earn an additional credential or degree if they choose. Proposals will require a public-private partnership with matching private funds. School districts, colleges and universities, employers, industry associations and unions will be eligible to create partnerships and apply for startup grants.

The Washington Apprenticeship Council will share results of demonstration projects and connect those interested in developing additional Running Start for the Trades programs in high schools and colleges.

Strategy 6: Create training programs for mentors and instructional coaches.

Ongoing instructional coaching and mentoring have proven effective in improving classroom instruction. There is always more to learn in teaching, and mentors and coaches help bring new approaches directly to the classroom where they can be put to use immediately. Coaches stand side-by-side with the teacher to provide encouragement, ideas, feedback, and examples related to effective practice. This type of professional development is particularly important in teaching to different types of learners. In light of recent evidence showing how creativity can increase student engagement, instructional coaches should also help teachers integrate creativity, innovation and technology into the classroom. Teacher mentors can guide new teachers with advice on everything from school district procedures to handling a student discipline issue. They will offer a personal touchstone as new teachers adjust to their new responsibilities.

EXPECTED RESULTS

Improved teaching and more personalized instruction.

ASSIGNMENT

Subject to appropriations, the Office of the Superintendent of Public Instruction will develop instructional coach training programs, with an initial focus on math coaching to be offered during the summer of 2007.

By June 2007, the Office of the Superintendent of Public Instruction will redesign and implement a novice teacher assistance program based on best practices and proven strategies to improve new teachers' skills and retain them in our schools.

Strategy 7: Reflect diversity and support cultural understanding.

The students in our classrooms represent the world. Activities in our early learning centers and K-12 and higher education classrooms should develop understanding of cultural backgrounds and appreciate the richness diversity brings to learning and the cooperation it builds among all of us. Parents and staff can share knowledge about different cultures and should be invited to do so. Much has been written on the importance of students seeing their own diversity reflected in the adults in their schools. Personalized instruction includes the use of teaching strategies that connect student culture with learning. It is not enough to create a program to serve a specific background, socioeconomic status or ethnicity; our goal is to reach every single student because every student has the potential to succeed. **Students are more likely to believe they can do well in school when others from their culture or background are role models in the school setting.**

EXPECTED RESULTS

Teaching and learning will be more individualized as schools work with the communities they serve to attract diverse staff. Greater personal respect will be fostered between students, staff, parents and the school community.

ASSIGNMENT

By December 2009, the Professional Educator Standards Board will review teacher preparation requirements in cultural understanding, will make recommendations for strengthening these standards, and will also recommend strategies to increase educator diversity.

Beginning in 2007, the education ombudsman will assist the Office of the Superintendent of Public Instruction and school districts in implementing professional development activities on cultural competence, individualizing education and using the community to build cultural understanding.

Strategy 8: Focus on special education students.

Special education programs have set examples for quality, individualized instruction—for all students—for years. The individualized educational program in special education, informed by data and related best practices research, is a guide for how learning activities and evaluation of skills can be planned and provided for all students. Skilled teachers and paraprofessionals use a tremendously wide range of techniques and activities to implement individual educational programs. Research also shows that specialized activities related to the development of young children can have lifelong positive impacts on learning.

EXPECTED RESULTS

A renewed focus on appropriate, research-based instructional strategies. Special education students, along with all other students, will show increased developmental and academic achievement.

ASSIGNMENT

The Office of the Superintendent of Public Instruction will continue to work with the Department of Early Learning and the Department of Social and Health Services to ensure that children with special needs are recognized and responded to effectively. This includes early identification of developmental problems and services that are family- and child-centered and delivered in convenient places.

Beginning with the 2007-2008 school year, the Office of the Superintendent of Public Instruction will collect data on the effectiveness of using the instructional practices steps by classroom teachers and special education teachers outlined in the Response to Intervention strategy.

Subject to appropriations, additional resources to support special education students will be provided.

Strategy 9: Launch a public-private campaign to promote creativity and innovation.

Applied, hands-on learning is a powerful tool for engaging students of all ages. Students see the relevance of information and skills when they participate in artistic and imaginative processes and create new ideas and products. Creative, applied learning techniques personalize learning and increase student engagement and motivation.

EXPECTED RESULTS

Teachers will apply creative learning techniques in their classrooms, and students' creativity and imagination will be recognized and appreciated in school culture. Student engagement and achievement will increase with fewer dropouts and less remediation.

ASSIGNMENT

By July 2007, civic leaders will work to establish a public-private partnership to launch a creativity campaign. An Imagination Award program to promote and recognize innovation by schools, students and teachers will be developed by the partnership. The partnership will hold a creativity summit that brings together industry, the arts and education to share best practices for integrating creativity in education.

COLLEGE & WORKFORCE TRAINING: INCREASING OPPORTUNITIES

Washington must be known for its commitment to broad educational opportunities and for a workforce that is among the best trained and educated in the world.

In order to compete in the global economy, we must prepare more Washingtonians for college and for jobs that are in demand by business and labor. The quality of our communities and the vitality of our arts and civic affairs depend on well-educated citizens.

We must ensure that colleges and universities are providing Washingtonians with the degrees, such as computer science and engineering, that are in high demand by local employers. At the same time, we recognize that many jobs do not require a college degree. We need to invest in workforce training and apprenticeship opportunities to educate the next generation of skilled laborers, mechanics and technicians.

Strategy 1: Give high school and college students the information and support they need to make informed decisions about the next steps in their educational careers.

- Expand programs like Navigation 101, which provide adult mentors for middle and high school students to help them plan for their careers.
- Encourage high school students to assess whether they are ready for college level courses, using a college readiness test during 11th grade so that their strengths and weaknesses are identified in time for them to make decisions about classes to take in summer school and during their senior year.
- Align high school graduation requirements and college admissions standards so that students are prepared for work or college level courses. High school graduation requirements will include three years of math, which may include applied math. Minimum college admission standards will include three years of high school math, including math in the senior year, or demonstrated competence in Algebra II.
- Develop a statewide web-based advising system that will tell students what classes they need to complete a college certificate or degree program, including information about how classes will be counted for students who transfer from community and technical colleges to four-year schools to complete baccalaureate degrees.

Students, at all levels, must be ready for their next steps with the academic and career preparation, information, and support necessary to plan and make informed decisions. People with education and workforce training beyond high school are far more likely to get family-wage jobs and are more engaged in civic and cultural activities in their communities.

EXPECTED RESULTS

More students will enter college or workforce training programs prepared to complete a certificate or degree. College students, including those who transfer from community colleges, will complete baccalaureate degrees more quickly and with fewer "extra" classes because more of the classes they take will count toward degree requirements.

ASSIGNMENT

By June 2010, all middle and high schools will fully implement a program like Navigation 101.

Subject to appropriations, by December 2008, the Higher Education Coordinating Board, the State Board for Community and Technical Colleges and the Council of Presidents will establish one college readiness test, which may also be used for placement decisions. State colleges and universities will all use the same test and the same "cut scores" for placement in college level math and language arts courses, and the test will be available online.

By December 2007, the State Board of Education will amend high school graduation requirements to include a minimum of three years of math, which may include applied math.

By September 2007, the Higher Education Coordinating Board will amend minimum college admission standards to require three years of math, including math in the senior year, or demonstrated competence in math skills through Algebra II.

Subject to appropriations, by July 2008, the State Board for Community and Technical Colleges and the Higher Education Coordinating Board will jointly develop and implement a web-based advising system for college students.

Strategy 2: Provide scholarships and support for low-income students and students who would be the first in their family to graduate from college.

Students who come from low-income families or whose parents did not graduate from college are less likely to graduate from high school and complete a college degree. We must break this cycle by targeting incentives and support for students who might not otherwise continue their education and training after high school. Focusing on low-income and "first generation" students will increase the educational attainment of our workforce and prepare more citizens for family-wage jobs and careers.

EXPECTED RESULTS

More low-income and first generation students will graduate from high school, enter college and complete a college degree. More well-trained and educated employees will be available for Washington businesses.

ASSIGNMENT

The Office of Financial Management will work with the Higher Education Coordinating Board and the Office of the Superintendent of Public Instruction to develop and implement the Washington Learns Scholarship program. Subject to appropriations, beginning in the 2007-2008 school year, seventh grade students who qualify for free- or reduced-price lunch or who are from families in which neither parent completed a baccalaureate degree will be notified that they are eligible for the program. Scholarship recipients will receive support as they plan for college, and will be eligible for financial aid to cover the costs of tuition, books and materials for a college program leading to a credential, certificate or degree. Recipients must graduate from a Washington high school with a C average or better and have no felony convictions on their record. Family income will be assessed upon graduation. Students whose families earn more than the Washington median family income (currently $70,000 for a family of four) will receive a prorated scholarship amount.[22]

Subject to appropriations, beginning in the 2007-2008 school year, state colleges and universities will establish or expand programs which have proven to be successful in **improving the rates of low-income and first generation college students who stay in college and complete a degree.** Results of those efforts will be reported annually to the Governor and Legislature beginning September 2008. Continued funding will depend on continuing improvement in retention and graduation rates of low-income and first generation students.

Strategy 3: Increase access to workforce training for adults, especially those with low incomes, limited basic skills or limited proficiency with the English language.

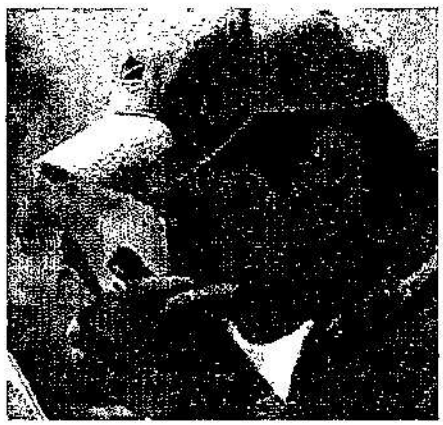
One-third of Washington's working age adults have a high school degree or less. Employers need more trained workers to fill jobs that do not require a college degree. Bringing more people into the workforce reduces social service costs, raises the standard of living for citizens, and provides more skilled labor for Washington businesses.

EXPECTED RESULTS

More adults will return to college to enroll in programs designed to prepare them for jobs with local employers. Some of those adults will continue their education and training to complete two- or four-year degrees

ASSIGNMENT

Subject to appropriations, the State Board for Community and Technical Colleges (SBCTC) will **expand the Integrated Basic Skills and Training (I-BEST) program.** Recent pilots of this program in ten colleges have proven that I-BEST students are fifteen times more likely to complete workforce training programs than students who are required to complete Adult Basic Education or English as a Second Language classes before entering a workforce training program.



The SBCTC recently launched a three-year demonstration project of the Opportunity Grant program in ten colleges. Those grants are available to low-income adults who participate in workforce training programs that lead to jobs in demand by local and regional employers. The SBCTC and the Higher Education Coordinating Board will evaluate these projects and submit a report to the Governor and Legislature by November 15, 2008. The results of that report will be used to determine if the projects should be expanded.

Strategy 4: Expand eligibility for the State Need Grant program to low-income working adults who are only able to take one college class per term.

Many adults who wish to improve their skills or complete a college degree also have to work full-time to support a family or are single parents, and are able to attend only one class per term. This should not disqualify them from the state's primary financial aid program if they would otherwise be eligible based on their income.

EXPECTED RESULTS

More working adults will attend college to improve their skills or complete degrees.

ASSIGNMENT

Last year the Higher Education Coordinating Board launched a one-year demonstration project to determine the effectiveness of providing State Need Grants to students who take four or five credits per term. Results, due in December 2006, will be analyzed to determine if this program should be expanded.

Strategy 5: Focus investments to generate more graduates of college and apprenticeship programs in high-demand fields.

Washington imports too many people to fill high-demand jobs in fields such as engineering, technology and health care, and in skilled trades such as construction. **Our own citizens must have the opportunity to get the education and training they need to land the good jobs that our economy creates.** The Prosperity Partnership, Technology Alliance and Washington Roundtable have identified high-demand degree production as a top priority.

EXPECTED RESULTS

Washingtonians will have access to programs that prepare them for stable, well-paying jobs and careers.

ASSIGNMENT

Subject to appropriations, we recommend that the 2007-2009 budget direct investments in colleges and universities to high-demand apprenticeship, certificate and degree programs.

Beginning in the 2007-2008 school year, the state may contract with independent colleges and universities for a specific number of slots in high-demand programs, such as nursing, when student demand is greater than the space available in public colleges and universities.

Whenever the state invests in high-demand programs in public or independent colleges and universities, the Office of Financial Management will set targets and monitor annual enrollment and completion rates in those programs. Funding will only continue for programs that meet enrollment and completion goals.

Strategy 6: Continue to support partnerships among community and technical colleges, unions and businesses to identify regional workforce skill gaps, and provide opportunities for adults to get training for jobs and careers that fill those gaps.

Both statewide and regional workforce skill gaps exist in Washington. Applied Baccalaureate Degrees, apprenticeships in the building trades and investments in high-demand programs help address statewide shortages but do not focus on specific regional workforce needs or fill job vacancies at the local level.

EXPECTED RESULTS

Regional job vacancies and skill gaps will be filled by adults trained in their communities for careers that meet specific, locally determined workforce needs.

ASSIGNMENT

Community and technical colleges, unions and businesses will continue to work together to determine regional workforce needs. Through these collaborations, and subject to appropriations, the following workforce training programs will be offered by the community and technical college system beginning in the 2007-2008 school year:

- Apprenticeship training programs leading to jobs in skilled trades that are in demand statewide and locally.
- The Training for Regional and Industry Needs (TRAIN) program will be established to offer financial aid to adults who earn less than the Washington median family income (currently $70,000 for a family of four) to help cover the cost of books, materials and tuition in job-specific training programs. The one-year program will lead to a credential or certificate in an occupation determined by the industry to have existing job vacancies and a need for skilled employees.
- We recommend that specific expectations for enrollment and completion rates in apprenticeship programs and TRAIN be included in the budget. The State Board for Community and Technical Colleges will report annually to the Governor and Legislature on program results. This report will be used to determine if the state should continue to invest in these programs.

QUALITY & ACCOUNTABILITY: KEEPING THE PROMISE

A world-class education system is accountable for results. To educate more people to higher levels, we will focus on the transitions between early learning, K-12, higher education and workforce training, and improve student success at every level. We will reward innovation and pay for results.

We must compare ourselves to the best education systems in the nation and the world, set clear goals, make needed investments and adjust our strategies if we do not see better results.

All of us—not just state government and educational institutions, but also parents, families, communities, businesses, civic organizations and private philanthropy —will be dedicated to continuous improvement and will share responsibility for the success of all our students.

We will constantly monitor and regularly modernize our education system with new technology and best practices, and never again settle for a cycle of reform that occurs only once a decade. We will invest in improved and more transparent reporting and accounting systems that can track student outcomes and show taxpayers exactly how dollars are spent.

The bottom line is that policies and programs are worthless unless they deliver results.

Strategy 1: Create a P-20 Council to track progress toward long-term goals and improve student transitions through the education system.

Washington Learns has established ten long-term goals aimed at raising overall educational attainment. We must track progress toward those goals and make adjustments when we fail to reach our targets. By focusing on the transitions between early learning, K-12 and higher education, we can increase the number of students who are successful lifelong learners.

EXPECTED RESULTS

Clear benchmarks and indicators will track progress toward the ten-year goals established by Washington Learns. The public will be informed about progress toward our goals, and participate in solutions to challenges that impede our progress. More students will enter kindergarten ready to succeed, graduate from high school, and enter and complete college programs.

ASSIGNMENT

The Governor will create a P-20 Council by Executive Order. The council will be chaired by the Governor (or designee). Membership on the Council will include the Superintendent of Public Instruction (or designee) and the Executive Directors of the Department of Early Learning, the State Board of Education, the Professional Educators Standards Board, the State Board for Community and Technical Colleges, the Higher Education Coordinating Board, the Workforce Training and Education Coordinating Board, the Council of Presidents, the Independent Colleges of Washington, and a representative of the state's tribal schools and colleges. The Office of Financial Management will support and staff the P-20 Council.

The Office of Financial Management will coordinate with the Office of the Superintendent of Public Instruction, the Higher Education Coordinating Board, the State Board for Community and Technical Colleges and the four-year institutions of higher education in developing a longitudinal student data system to support the P-20 Council. The P-20 Council will work with the Government Management Accountability and Performance (GMAP) program to establish indicators and a process to track progress toward the ten-year goals established by Washington Learns and included in this report.

Strategy 2: Use the Global Challenge States to benchmark performance and funding in our early learning, K-12 and higher education system.

The Global Challenge States are the top eight states in the New Economy Index (NEI). These states have economic and demographic characteristics similar to Washington, but often have better educational performance and funding. The NEI ranks states according to their potential to compete in the global economy, so comparing Washington to the leading states in that index illustrates our state's ability to compete globally. Since investments and outcomes in education and workforce training are vital to our ability to compete, the Global Challenge States provide an appropriate benchmark for performance and funding of Washington's education system.

EXPECTED RESULTS

Performance and funding for early learning, K-12 and higher education will be benchmarked against the Global Challenge States, whenever comparable data are available or can be developed.

ASSIGNMENT

The P-20 Council will work with the Government Management Accountability and Performance (GMAP) program to develop benchmarks and indicators for progress toward our ten-year goals, benchmarked against the Global Challenge States.

Beginning with the 2007-2009 state budget, the Office of Financial Management will establish the Global Challenge States as a benchmark for competitive compensation for early learning and K-12 teachers and staff and higher education faculty and staff, per-pupil funding in K-12, and per-student funding in higher education.

By December 2007, the Office of the Superintendent of Public Instruction, in consultation with the Office of Financial Management and the Legislature, will develop a new teacher compensation reporting structure that will provide a complete picture of teacher salaries in Washington.

By December 2007, the Office of Financial Management will develop a methodology for comparing and benchmarking teacher pay among the Global Challenge States.

Strategy 3: Develop a financial health monitoring system for K-12.

Our current budget review system focuses on the current school year. It does a good job of monitoring budget activity and identifies those districts that have immediate difficulties. But the system does not provide a longer-term, prospective look at budget health. In fact, the current data system does not include many items that would assist districts in reviewing long-term issues. We need a system that provides more useful long-term information about financial health.

EXPECTED RESULTS

Financially strong school districts, better forecasting of potential budget difficulties and time to take corrective measures

ASSIGNMENT

By December 2007, the Office of the Superintendent of Public Instruction and the Office of Financial Management, with advice from educational service districts, will develop a budgeting and obligations reporting system.

Subject to appropriations, the Office of the Superintendent of Public Instruction and educational service districts will review school district budgets for long-term health on a regular schedule.

Strategy 4: Develop a meaningful accountability system for K-12.

Educators are working hard to meet student interests and needs and provide a solid foundation for the future. Within these broader goals, more specific areas are being addressed, such as providing the best start possible in the primary grades and increasing knowledge and skills in math and science. The state needs to know if the policies and activities targeted to these and other efforts are successful or if adjustments are needed.

An accountability system is more than a system of measures. It must be flexible in its ability to understand different school settings while keeping the state's goals and standards as the overarching objective. It must contain information about the type of work reflected in the measures and the students and programs involved. And it must provide assistance and support for change.

EXPECTED RESULTS

Accurate measures of accomplishment and improvement. Meaningful information that guides decisions for classrooms, schools, school districts and policy makers. Increased public confidence in the work of students, teachers, schools and school districts.

ASSIGNMENT

By December 2007, the State Board of Education will develop a comprehensive set of recommendations for an accountability system.

The Office of the Superintendent of Public Instruction will review the state's academic standards at least once every ten years, and will report findings to the State Board of Education, the Governor and the Legislature.

Strategy 5: Develop a professional preparation and pay system.

In a standards-based education system, expectations should be clear for everyone involved—the staff as well as the students. In Washington, we have not been clear enough about teaching performance standards. Colleges and universities preparing teachers have requirements about the programs they provide, but each college independently determines if an individual in their program should receive a teaching certificate.

The preparation and licensing system should ensure that teachers have the skills and knowledge for world-class teaching. Then, **we should compensate teachers for their performance.** Our teacher pay system should also acknowledge assignments that are difficult, recognize staff expertise, use incentives and reward achievements. The state should provide a system for teachers to continually improve their teaching skills.

EXPECTED RESULTS

We will have a clear and consistent understanding of expected teaching skills. Teachers will show demonstrated competency, be competitively paid, and Washington will recruit and retain the best teachers into a system that recognizes everything that teachers do for our kids.

ASSIGNMENT

Subject to appropriations, by June 2009, the Professional Educator Standards Board will set performance standards and develop, pilot and implement a professional teaching level assessment and licensing system based on demonstrated teaching skill.

By June 2009, the Professional Educator Standards Board will revise the requirements for college and university teacher preparation programs to match the new knowledge- and skill-based performance system.

Subject to appropriations, by June 2009, the Office of the Superintendent of Public Instruction will design and pilot a professional development delivery system that focuses on teacher knowledge and skill areas identified by the state.

Subject to appropriations, beginning with the 2007-2008 school year, the teacher salary allocation model will include pay for performance, knowledge and skills.

By July 2007, a state committee will begin development of a professional performance-based educator salary system and will identify the elements and support systems necessary for implementation. The committee will involve teacher and administrator groups, the Professional Educator Standards Board, the Office of the Superintendent of Public Instruction, the Office of Financial Management and the Legislature.

Strategy 6: Expand and make the most of professional development time for educators.

Professionals in every field must continue to learn about the latest issues, research and practices in order to maintain and improve their skills and abilities. This is especially critical for teachers and other educators as we discover more about how students learn, what supports different students need, and how to be the most effective facilitators in various learning environments. Research shows that the most successful professional development is clear about its application to the learning experiences for students in the classroom or applied learning settings. The best professional development also provides opportunities for educators to practice using new skills and knowledge and to become proficient with the latest tools to promote learning.

EXPECTED RESULTS

Educators will continuously improve their skills so that students have the most meaningful learning experiences possible.

ASSIGNMENT

Subject to appropriations, beginning in the summer of 2007, schools and school districts will provide educators, including teachers, instructional specialists, support staff and instructional assistants, with time for quality professional development opportunities. The first priority for professional development is math and science content and instruction.

Strategy 7: Develop a public-private partnership to establish a school and district staff leadership academy.

Effective leadership is critical to improving student outcomes and transforming under-performing schools and districts into world-class learning centers. We know which leadership skills promote effective practices, and research shows that students in schools led by principals trained in top leadership academies perform better than their peers.

EXPECTED RESULTS

Schools will have high performing teams of staff and teachers, and will personalize instruction to the strengths and needs of their students.

ASSIGNMENT

By the 2008-2009 school year, the Office of the Superintendent of Public Instruction will work with civic leaders, the Association of Washington School Principals, the Washington Association of School Administrators and others to establish a public-private partnership to launch a Leadership Academy for principals and other administrative staff.

Strategy 8: Establish a state tuition policy for higher education.

Annual tuition increases for resident undergraduates have varied considerably during the last 25 years. As a result, students and families cannot predict, with any degree of certainty, how much tuition will increase from one year to the next.

EXPECTED RESULTS

Students and families will know how much tuition might increase each year. Colleges and universities will be better able to plan for program development that responds to student and employer demands and state expectations. More low- and middle-income students will have access to public colleges and universities because the institutions will use some portion of tuition revenue for student aid and waivers. The quality of educational programs will improve and our colleges and institutions will recruit and retain top faculty and staff. Students and their families will know how much the state is investing in their education and training after high school.

ASSIGNMENT

We recommend that the 2007 Legislature establish a minimum system-wide goal to have all colleges and universities reach at least the 60th percentile of total per-student funding at comparable institutions in the Global Challenge States within ten years. Some schools may reach this minimum goal within a few years, others may take longer, but we expect every school in the system to reach at least the 60th percentile of peer funding within ten years. This is a "stretch" goal for the system as a whole, because most of our colleges and universities are well below the 60th percentile now.

By June 2007, the Office of Financial Management will establish **outcome-based performance measures for each school, benchmarked against the Global Challenge States**, to ensure that funding brings about the desired results. For example, community and technical colleges in Washington already lead the Global Challenge States in the number of Associate Degrees awarded per capita. Their funding levels should continue to allow them to maintain this outstanding performance.

We recommend that the 2007 Legislature set a **cap on annual tuition increases of no more than seven percent.** This is the historical average in Washington and is the annual increase assumed by the Guaranteed Education Tuition (GET) program. The state will invest the remainder of the revenue needed to reach the 60th percentile of comparable institutions in the Global Challenge States within ten years. While tuition will not increase by more than seven percent per year at any college or university, tuition may not go up that much, or at all, in any given year if the state makes an investment that requires a smaller increase in tuition revenue to achieve the total per-student funding goal for that year.

Washington's public colleges and universities will inform students and their families of the contribution the state is making toward their higher education and workforce training. Tuition statements for students will show the cost of instruction for the program they are in, the amount the state is contributing to that cost through subsidies and financial aid, any institutional aid or waivers and the amount they are paying in tuition and fees.

Strategy 9: Strengthen accountability in higher education through performance agreements in the state budget for colleges and universities.

Washingtonians do not always know what they are getting for the dollars invested in higher education, and our colleges and universities do not always know what the state expects in return for the money.

EXPECTED RESULTS

The state, students, colleges and universities will know what is expected in return for state funding and tuition revenues.

ASSIGNMENT

Beginning in January 2007, the Governor's budget will describe specific, measurable results expected of colleges and universities in exchange for the institutional funding proposed. The state budget will include expectations for improvements in outcomes, such as the percentage of students from low- and middle-income families admitted to and retained in programs; the number of degrees produced in specific high-demand programs; the percentage of students who finish their program or degree on-time; and the average number of hours per week that buildings will be in use.

Each year, the Office of Financial Management will modify the expectations based on final appropriations by the Legislature. Institutions will be required to report to the Governor and Legislature in time for adjustments to be made in the next biennial budget based on whether the expected outcomes were achieved.

Strategy 10: Develop a ten-year plan for the enrollments needed in colleges and universities to accommodate high school graduates and adults, with an emphasis on increased degree production in high-demand fields.

Washington needs one coordinated enrollment plan that takes into account student and employer demand for education and workforce training at all levels. The plan must consider regional and statewide needs, and must be flexible enough to accommodate changes in future economic and workforce trends. Addressing the need for additional baccalaureate capacity in Snohomish County is a priority.

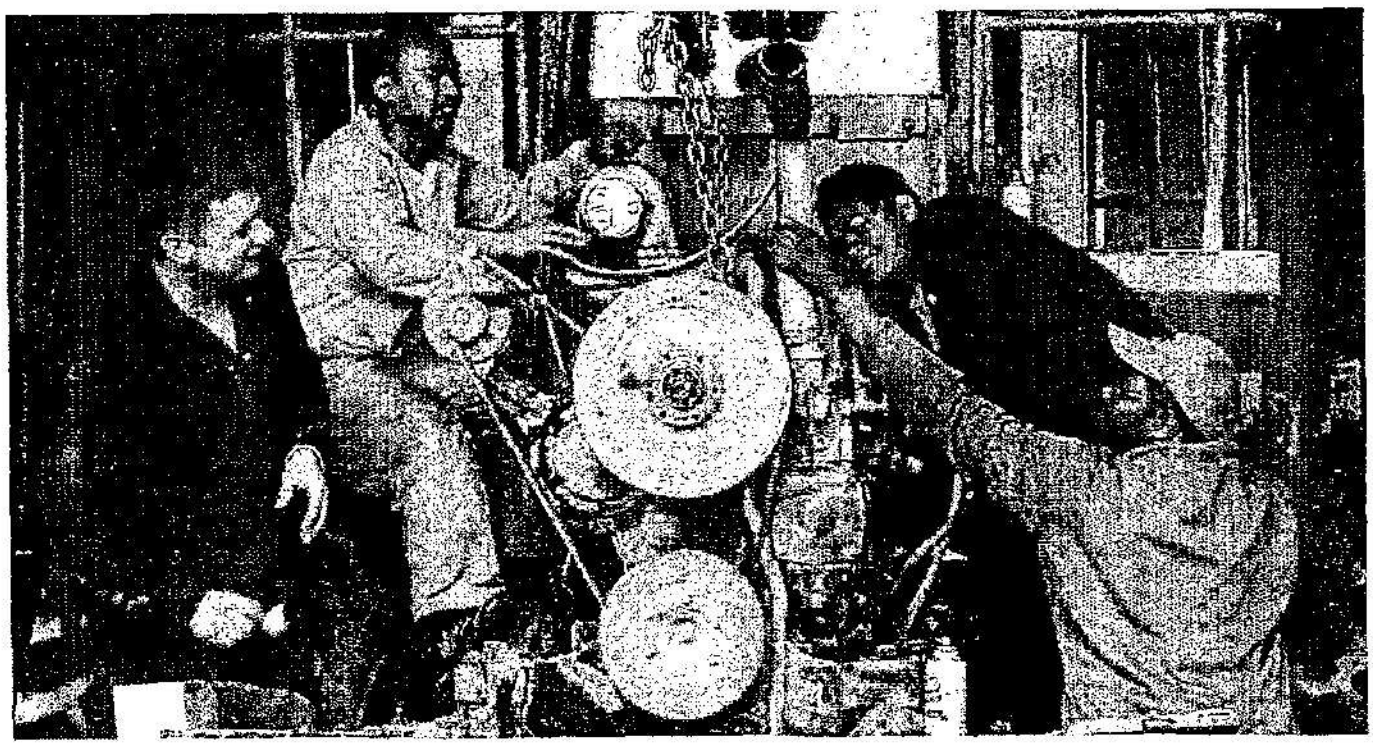
EXPECTED RESULTS

Informed decisions about how and where to expand access to higher education and training. For example, regional universities and branch campuses need to grow at a different rate than the main campuses of our research institutions. Place-bound students may be better served by increasing enrollment at University Centers on community college campuses. Graduate and professional degree programs require a special focus to meet the needs of the knowledge economy. A ten-year projection will help determine where and how investments should be made.

ASSIGNMENT

By September 2008, the Office of Financial Management, with the Higher Education Coordinating Board, the State Board for Community and Technical Colleges, the Workforce Training and Education Coordinating Board and the Independent Colleges of Washington, will develop ten-year projections for the types and distribution of enrollments necessary to meet demographic and workforce needs. The plan will consider enrollments needed at the sub-baccalaureate, baccalaureate, and graduate and professional degree levels, and at which institutions in which areas of the state those enrollments should be distributed. The group will reconvene every other year to update the plan in time for biennial budget consideration.

By June 2007, state and local policy makers will determine how to address the need for additional baccalaureate capacity for people in Snohomish, Island and Skagit Counties.



Strategy 11: Restructure and strengthen the Higher Education Coordinating Board.

The Higher Education Coordinating Board (HECB) coordinates post-secondary education and workforce training. It also makes recommendations regarding system-wide policies and budget priorities. Better coordination will occur, and budget and policy recommendations for the system will be better informed, if the agencies and institutions responsible for implementation are represented on the board.

The Executive Director of the HECB is on the Governor's cabinet and should, therefore, be accountable to and appointed by the Governor. While the Governor appoints board members, there is no direct accountability to the Governor by board employees.

Current statutory deadlines for the colleges and universities to submit budget outlines to the board, and for the board to review them and make recommendations to the Office of Financial Management, do not allow time for review before the Governor's budget is developed.

EXPECTED RESULTS

Higher education agencies and institutions will be involved in crafting recommendations established by the Board. The Executive Director, a cabinet member, will be appointed by and accountable to the Governor. Budget recommendations from the Higher Education Coordinating Board will arrive at the Office of Financial Management in time to be fully considered as the Governor's budget is developed.

ASSIGNMENT

By September 2007, the membership of the Higher Education Coordinating Board (HECB) will be changed to include one representative each from the State Board for Community and Technical Colleges, the Workforce Training and Education Coordinating Board, the Council of Presidents, and the Independent Colleges of Washington, each appointed by the Governor.

Beginning in June 2007, the Executive Director of the HECB will be appointed by the Governor from a list of three names submitted by the board. The Governor may ask for an additional list after reviewing the first slate of candidates.

During the 2007 legislative session, RCW 28B.76.210 will be amended to change the date by which the state's colleges and universities must submit an outline of their proposed budget to the HECB from August 1 to July 1 of each odd-numbered year. In the same statute, the date by which the HECB submits its recommendations on the proposed budgets and the Board's own budget priorities to the Office of Financial Management will be changed from November 1 to October 1.

CONCLUSION

The principles and strategies in this Washington Learns report are designed to transform our entire education system. It is a long-term goal, and it will require sustained participation by state and local governments, by parents, caregivers, teachers and community members, by business and private enterprise, by every level of educational institution, and by students themselves. Our commitment is to a new education system that will excite learners, invigorate teachers and impress employers. We will work together to create a world-class, learner-focused, seamless education system for Washington. It is an economic and democratic imperative.

05. THE BRIDGE TO BETTER FUNDING & MORE MEANINGFUL ACCOUNTABILITY

This final report sets forth a vision of a world class, learner focused, seamless education system for Washington. Achieving this vision will [illegible] As we [illegible] our work is not complete.

We have learned about the complexities and challenges that characterize all parts of our education finance system. The K-12 finance system is a particular challenge because of its constitutional mandates and complex mixture of state and local responsibilities.

We approached our work with a common-sense sequence and strategy in mind. First, we established the vision for education in Washington. Second, we asked how to spend current dollars more wisely in service of this vision. Third, we committed ourselves to making sure we have sustainable funding in place to execute that vision over the long term.

Our work over the last 16 months has been focused on the first phase of articulating the vision. This chapter now describes the next phases.

1. Develop a more meaningful and comprehensive accountability system.
2. Redefine basic education. Design a funding structure to support the new definition and make a significant down payment toward achievement of a world-class, learner-focused, seamless education system.
3. Design a ten-year implementation strategy based on the new definition of basic education and associated new funding formula to support our world class, learner-focused, seamless education system.

STEP 1: DEVELOP A COMPREHENSIVE SYSTEM OF ACCOUNTABILITY THAT IS TRANSPARENT, INCENTIVE-BASED & BUILT ON THE PRINCIPLES OF SHARED RESPONSIBILITY AND CONTINUOUS IMPROVEMENT.

The public must be confident in the quality of education that occurs each day in every classroom, lecture hall and laboratory across the state.

In response to the complex challenges of global competitiveness, businesses have updated their approach to accountability. Businesses have always held themselves accountable for bottom line results, but these results are increasingly driven by innovation and adaptability to change.

Our education system must update its approach to accountability to reflect a similar emphasis on results. With more resources at stake, we must have the public's full confidence that current and future spending is focused and effective.

The state K-12 accountability system has been under construction for several years. A former state commission first took steps to implement a state accountability system in 1999. Then, in 2001, a national system was adopted for all states that receive federal education funds. Since then, accountability in K-12 has assumed the inflexibility of No Child Left Behind. While the federal approach has brought some positive outcomes, particularly the focus on the need to help struggling students, the negatives have been significant.

Many in the education community are concerned with the federal one-size-fits-all approach that fails to recognize state and regional differences. The federal requirements also conflict with the state's current accountability framework, which results in confusion, frustration and wasted time in schools.

We can do better.

A meaningful accountability system is focused on the right goals and requires a culture of transparency and shared responsibility. The Government Management Accountability and Performance (GMAP) program is a model already proven effective throughout state government that can be applied to education. It is guided by the following principles:

- Take responsibility for delivering results.
- Base decisions on accurate, up-to-date data.
- Respond quickly to emerging situations.
- Allocate resources according to the most important priorities.
- Use strategies that are proven to work.
- Persist and follow up until the desired results are achieved.

We proposed twelve new strategies, detailed in this report, that are focused on building a comprehensive educational accountability system. These are critical first steps, and work should begin immediately.

We further recommend that:

- Beginning January 2007, the Governor, the Office of the Superintendent of Public Instruction and the State Board of Education will work with the federal government on the reauthorization of the No Child Left Behind Act to build an accountability system that is focused on improvement as well as achievement.
- The Department of Early Learning, the State Board of Education, and the Higher Education Coordinating Board will develop appropriate performance measures based on our ten-year goals and work to align the measures into a comprehensive educational accountability system.
- By December 2007, the P-20 Council will issue a first annual report on progress toward the ten-year goals.
- By December 2008, the Washington Learns Steering Committee will recommend the framework for a comprehensive education accountability system.

STEP 2: REDEFINE BASIC EDUCATION, DESIGN A FUNDING STRUCTURE TO SUPPORT THE NEW DEFINITION & MAKE A SIGNIFICANT DOWN PAYMENT TOWARD OUR LONG-TERM GOALS.

While early learning and higher education also face financing difficulties, the K-12 funding system, with its constitutional mandate and legal directives, poses the biggest challenge.

STEPS TO MEANINGFUL ACCOUNTABILITY

1. Establish clear goals for a world-class, learner-focused, seamless education system.
2. Create the P-20 Council to monitor progress toward the state goals.
3. Develop a five-star voluntary quality rating system for child care and early education programs, phased in starting July 2007.
4. Develop culturally appropriate standards for what children should know and be able to do when they enter kindergarten.
5. Develop a kindergarten readiness assessment tool, aligned with the redesigned state early learning standards by June 2008.
6. Establish the Global Challenge States to benchmark our progress.
7. Require recommendations for the components of a new K-12 accountability system from the State Board of Education by December 2007.
8. Review the state academic standards at least every ten years.
9. Develop a financial health monitoring system for K-12 school districts by December 2007.
10. Design and implement a new system of teacher preparation and licensing.
11. Design and implement a new performance-based educator salary system.
12. Establish performance agreements with specific, measurable outcomes in the budget for the state's colleges and universities beginning in the 2007-2009 biennium.

Article IX, section 1 of the state Constitution states that it "is the paramount duty of the state to make ample provision for the education of all children residing within its borders." Section 2 of Article IX requires the Legislature "to provide for a general and uniform system of public schools."

This strong constitutional mandate for public education has been upheld by the Washington courts in two major cases, known as *School Funding I (1977 and 1978)* and *School Funding II (1983).*[23] Two landmark laws were enacted in 1977: The Basic Education Act and the Levy Lid Act.

Today, the K-12 education system is still financed by the thirty-year-old statutory formula of the Basic Education Act. The formula funds "full time equivalent" students sitting in seats for a specified number of hours each day for the 180-day school year, with teachers providing a minimum of 25 hours per week of classroom instruction. This is an input-only funding model that sends dollars to districts based on the number of students enrolled. Districts then determine how to use these funds along with other available state, federal and local resources.

More than a decade ago, expectations for the K-12 system were changed. Instead of measuring success by the amount of time students spend in classes, success is now measured by whether students meet academic standards.

But the funding model for K-12 education has not been updated to reflect the new expectations and has not addressed the question of how to use resources most effectively in order to improve student outcomes.

In a standards-based education system, the funding mechanism should be linked to results. The resulting questions are: how much should be spent and how effective is the spending?

The consultants hired to help us assess how to align funding with a standards-based system proposed a funding model consisting of a menu of inputs that show a correlation with improved student outcomes.[24] In Chapter 4, we recommended moving forward on some of the strategies in the K-12 consultants' work, both by creating demonstration projects to gather evidence of improved outcomes and by embracing other strategies but phasing in their implementation. The lessons we learn from these targeted investments will help us redesign our K-12 finance system.

Redefine Basic Education & Make a Significant Down Payment for Improved Education Funding

The Basic Education Act includes both a statement of goals and an allocation formula. The current statement of goals should be amended to reflect the 1993 adoption of a standards-based education system. By December 2008, based on knowledge gained from the demonstration projects, a new allocation formula defining basic education will be proposed.

In the 2007 legislative session, subject to appropriations, we recommend a significant down payment to improve basic education funding in key areas.

In the 2007 legislative session, we recommend that the Legislature amend RCW 28A.150.210 to read as follows:

> *The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives, and to develop a public school system that focuses more on the educational performance of students and includes high expectations for all students. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:*
>
> 1. *Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;*
> 2. *Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;*

3. *Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and*
4. *Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.*

Develop a Clear & Understandable Funding Structure

Better information about funding and spending allows every participant in the education system to make more informed decisions about how to use resources to support student learning.

By December 2007, The Office of the Superintendent of Public Instruction and the Office of Financial Management will develop the framework for a new transparent accounting structure and reporting system, based on the following requirements

- Districts will report expenditures by revenue source.
- Reporting of staff assignments by building and for selected programs will be strengthened.

By December 2008, the Washington Learns Steering Committee will issue recommendations for a revised K-12 funding model that will meet the Constitutional requirement of providing a basic education to all our students. The funding model will:

- Be clear and transparent for taxpayers.
- Be performance-based by reflecting expected results of educational services and include processes to review program and service performance over time.
- Identify the financial investment necessary to meet educational performance expectations.

STEP 3: DESIGN A TEN-YEAR IMPLEMENTATION STRATEGY BASED ON THE NEW DEFINITION OF BASIC EDUCATION & ASSOCIATED NEW FUNDING FORMULA TO SUPPORT OUR WORLD-CLASS, LEARNER-FOCUSED, SEAMLESS EDUCATION SYSTEM.

This report sets forth the framework for a long-term investment in our state education system, from early learning through K-12 to higher education. We have proposed the Global Challenge States (GCS) as our measure for global competitiveness, and we recommend the establishment, in statute, of our commitment to obtaining the necessary human and financial resources as measured by the achievement of specific GCS benchmarks.

Our implementation strategy will reflect the urgency we feel. We will work to do as much as we can, based on evidence, as soon as we can. This means that some recommendations may move forward earlier than others, because we are ready. Other recommendations will be examined through demonstration projects, refined and implemented when they are ready. Our commitment is to deliver a world-class, learner-focused, seamless education system within a decade.

Stable and significantly increased funding is required to support the evolving needs of our education system.

We know that delivering personalized education will cost more. Identifying and addressing individual student needs is more expensive than allowing students to simply move through the grades. Over the long run, however, addressing individual student needs will generate a more robust economy by creating productive, thoughtful and caring citizens and will save money on costs like crime and incarceration. Personalizing education brings out every student's talents and potential and helps them realize who and what they can become.

We know that there are costs associated with expanding access to workforce training and higher education, particularly in high-demand fields. We understand that our ability to compete in the global economy depends on a high-performing, well-funded higher education and training system. We call on the state to commit to a sustainable level of funding that ensures affordability for students and families, and maintains the high quality of education for which our colleges and universities are known. In exchange, we will hold colleges and universities accountable for efficient and effective service delivery and for increasing the number of graduates from all walks of life who are able to meet the needs of our economy.

We support parents as their children's first and best teachers. We commit to working with communities and with Thrive by Five Washington to make sure parents have the supports they need to get their children off to a great start. Child care regulation will be more simple and clear, to better safeguard children in child care. Licensing information will be transparent and readily available to parents.

We propose to phase in new incentives and resources to help child care providers meet national standards for early learning quality. Working families will get help paying for child care through a system of scholarships based on family income and provider ratings in the new five-star voluntary quality rating system. Our most at-risk families and their children, including children in foster care, will receive priority for comprehensive services through a redesigned Early Childhood and Assistance Program (ECEAP).

During the next two years, the Washington Learns Steering Committee will work to develop a ten-year implementation strategy for stable and significantly increased funding to support a world-class, learner-focused, seamless education system for Washington.

MOVING FORWARD

Significant and meaningful reform takes time. It takes time to conceptualize. It takes time to build public support. It takes time to implement.

Significant and meaningful reform also requires people. The Washington Learns Steering Committee would like to recognize and thank the educators, students and parents who are working so hard to improve our current system. As educators involved in this complex work know so well, future success depends on the willingness of those involved to share the results of their learning with one another. We thank you for your dedication and hard work, and we celebrate your continuing efforts to implement the Washington Learns vision.

Washington Learns has completed the first step to reform by setting forth a vision and a roadmap to achieve a world-class, learner-focused, seamless education system for Washington. We have recommended action on specific strategies within five key initiatives. The Governor and the Legislature will work as a team to implement these first phase proposals. Finally, we have recommended a clear process to oversee and guide the next phases of necessary reforms.

Now it is time for purposeful action. The quality of our future is at stake.

"There is a place in America to take a stand: it is public education."

Tom Brokaw

MINORITY REPORT BY REPRESENTATIVE GLENN ANDERSON

The competitiveness of the global economy is fundamentally changing how we need to educate our children and provide for their future. A quality basic education has always been the foundation to individual success, and the value of that education is growing rapidly in the global economy. Indeed, our state's constitution defines the state's obligation to fund a basic K-12 education for all children as its "paramount duty." "Paramount" is defined as "superior to all other things." This constitutional mandate is based on the direct relationship between the level of individual education and overall economic prosperity and social order. The more educated a citizenry is, the higher the level of personal income and the less the need for remedial government programs.

Since the last of the original state court decisions (Doran III, 1982) defining our current state K-12 funding structure, a number of inequities or deficiencies have been identified. The Legislature has conducted numerous studies over the years (at least 17, not including research for specific projects or legislation) to address school financing concerns. Section 1 of E2SSB 5441 states, "The legislature finds that . . . more than a quarter of a century has passed since the current school finance system was first created, and the challenges facing our schools and students have grown and changed dramatically during that time."

The intent of the law authorizing Washington Learns was to provide for a thoughtful and thorough evaluation of our state's education finance system to ensure that state government is meeting its constitutionally mandated requirement to make ample provision for the education of the children residing within its borders. Early childhood learning and higher education, while not constitutionally mandated, were added to the study to ensure that a more integrated and seamless approach was taken across the education continuum.

The Legislature recognized that many of the challenges facing our state's K-12 education funding model are highly charged politically and have significant impacts on state budget resources. It was the intent of the Legislature that Washington Learns would be the forum to address these contentious issues and build bipartisan legislative support and broad public trust for making this commitment to our common future. Unfortunately the Washington Learns Final Report is profoundly deficient in that regard.

My greatest concern is that the Steering Committee failed to meet the mandate given it by the authorizing legislation, and largely dodged the difficult issues in K-12 finance whose resolution many legislators and members of the K-12 community intended as the study's highest priority.

While the Steering Committee was given some latitude by the bill to provide recommendations based on the findings of the early learning, K-12 education and higher education advisory sub-groups, the only specific work *product* required of the Committee by the authorizing legislation was prescribed in Sec. 3(1)(d) of the act:

> [The steering committee] shall develop recommendations about how the state can best provide stable funding for student learning for young children, students in the public schools, and students in the public colleges and universities.

Nowhere in the report is that mandate addressed. In my view as a lawmaker the Washington Learns Steering Committee, while making recommendations on a number of noteworthy issues, simply failed by choice to do what the law required.

Instead, after 18 months and $1.7 million in expenditures with time having run out the Steering Committee, at the direction of the Chair, proposes at the last hour to extend the Washington Learns study to undertake a "Phase II" on accountability and a "Phase III" on finance, deliverable by December 2008.

I am compelled to point out to Steering Committee members that there is no provision in the law under which we worked for findings and recommendations to be made after the date the *final* report is due on November 15, 2006. There is only one phase to this study mandated by law. Accountability and finance were part of that mandate. That mandate was not met, as acknowledged by the intent now to "extend" the study process.

On several occasions early in the process I stated publicly that if the Steering Committee anticipated that because of the large and complicated issues needing to be addressed, it would be unable to comply with the mandates of the law and meet the expectations of the Legislature, it should inform the Legislature of same and seek to amend the authorizing act. The Steering Committee chose not to do so and therein accepts full responsibility for meeting the requirements set forth in the law.

In addition to the central failure of the Steering Committee to meet its legal mandate, I have the following concerns about the report:

- The Committee failed to place its recommendations in the context of the efforts already underway to improve K-12 education through the Education Reform program or to improve higher education through the HECB Master Plan and related initiatives. Most recommendations are more programmatic budget "adds" than structural changes.

  For a study done pursuant to a finding that "Policies have been established creating new expectations and goals for students under education reform," reference to those expectations and goals is not to be found, with the significant exception of mathematics and science achievement. Identification of expectations for student achievement to be competitive in a global economy and maintain a culture of life-long learning is absent.

- The Committee failed to examine or provide recommendations on how current K-12 administrative structures and financial resources can be used more effectively to achieve the state's education goals. There are no recommendations to determine existing program effectiveness or to identify efficiencies in school district practices.

  There is a general acceptance by experts in the field that all existing education monies need to be "on the table" for reallocation to effectively address school financing issues. Even the Committee's K-12 finance consultants, Picus and Associates, state at the outset that in their cost analyses, "We assume that all dollars and programs currently in the system would be sunsetted, and that all extant dollars and any new dollars would be used for the (new) general strategies identified in the report. In that sense, we are assuming complete reallocation of current resources to the most effective and evidence-based strategies. . . ." In its report the Committee has evaluated the effectiveness of no current programs and recommended the reallocation of no current resources.

- The Committee failed to prioritize among investments it proposes based on determinations of their probable cost effectiveness in relation to other investments. While it declares that "We will invest only in programs that work," there is no indication of what that means.

- The Committee failed to link current or new program investments to specific student performance gains to be expected. For example, it does not indicate any anticipated gains in student achievement to be obtained from benchmarking expenditures to those of "Global Challenge States."

- The Committee's choice to spend $800,000 on a "K-12 finance adequacy study" appears to have resulted in more of a "wild-goose chase" than in a body of knowledge that the Legislature could use to evaluate finance policy options. It seems to this member of the Appropriations Committee a poor use of resources that could have been put toward intensive analysis of major issues in school finance so that the Legislature could be poised to act on a package of legislation in the 2007 session. The Legislature needs an examination of Washington-specific practices rather than the sort of generalizing from limited and selective evidence that was so strongly criticized by peer reviewers of the consultant study.

- Of equal concern is the use of language that defines issues in terms of political opinion rather than objective assessment. For example, the report states, "[M]ore than ever before our education system must prepare world citizens who respect cultural differences, understand political differences, and who can make informed choices among policy differences." Who would set the standards and curriculum to define appropriate cultural and political thinking and understanding? What would the appropriate achievement goals be and who would enforce them?

  How would low achievers be re-educated under this philosophy of educating individuals?
  On its rationale for requiring use of a kindergarten readiness assessment tool, the report states that "Preparing children to succeed in kindergarten and beyond is too important to leave to chance," "The assessment will acknowledge all aspects of development, including cultural differences among children . . . ," and "Our ability to tailor kindergarten to

the developmental and cultural needs of children will be improved." Apparently, and despite rhetoric to the contrary, responsibility for effective early child rearing is too risky for the government to leave to actual parents. It would also appear that emphasizing our common humanity, characteristics and unique American values is less important than emphasizing our "cultural identities" at an early age.

These examples of language are more representative of an emphasis on an ideology about the use of the education process to achieve a politically correct outcome than on ensuring that every child has an equal opportunity to learn the skills and knowledge to be an educated and productive member of society.

After 25 years of concerns, at least 17 previous legislative studies, 18 months of additional investigation by Washington Learns costing $1.7 million, and the investment of time by hundreds of deeply concerned citizens across our state, this Committee owes the public more than good rhetoric and a list of vague policy options that do not address the fundamental issues about education finance in our state.

MINORITY REPORT ENDNOTES

Laurence O. Picus and Associates, "An Evidence-Based Approach to School Finance Adequacy in Washington," Sept. 11, 2006, p. 2.

Eric A. Hanushek, "Is the 'Evidence-Based Approach' a Good Guide to School Finance Policy?" Prepared for Washington Learns Steering Committee, August 2006. Hanushek, "The Alchemy of 'Costing Out' an Adequate Education," Kennedy School of Government, Harvard University. October 2005. James R. Smith, "Review and Critique of 'An Evidence-Based Approach to School Finance Adequacy in Washington." July 31, 2006.

ENDNOTES

1. E2SSB 5441 and ESHB 1152.

2. Washington Learns. 2005 Interim Report, adopted November 14, 2005. Available at www.washingtonlearns.wa.gov.

3. At the September 12, 2006 public hearing held in Olympia, the K-20 network was used to connect live with Wenatchee, Grays Harbor and Yakima

4. Special Message to the Congress on Urgent National Needs, May 25, 1961.

5. National Commission on Excellence in Education, April 1983.

6. SB 5953 (1992) and HB 1209 (1993).

7. Anthony Carnevale and Donna Desrochers, Standards for What? (Princeton N.J.: Educational Testing Service, 2003), page 69.

8. Comparisons are made with the 30 member countries of the Organisation of Economic Co-operation and Development (OECD).

9. U.S. Department of Commerce, Census Bureau, Current Population Survey.

10. Rolnick and Grunewald, 2003

11. Washington State Board for Community and Techincal Colleges, Research Report 06-2: Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Longitudinal Tracking Study, April 2005.

12. Hill, Kent, et al. The Value of Higher Education: Individual and Societal Benefits. L. William Seidman Research Institute, Arizona State University, Tempe, AZ, October 2005.

13. Lochner & Moretti (2003) found that a 1% increase in high school graduation rates nationally would save $1.4 billion, about $2,100 per high school graduate.

14. For a review of this literature, see Paul Sommers and William Chance, The Returns on Education Investments, June 2006, available at www.washingtonlearns.wa.gov.

15. Thomas L. Friedman, The World is Flat: A Brief History of the Twenty-First Century, 2005.

16. The 2002 State New Economy Index: Benchmarking Economic Transformation in the States, available at http://www.neweconomyindex.org/states/2002/index.html

17. Washington 2002 State New Economy Index. The table on the next page shows how Washington ranks among the fifty states for the five major categories and for each of the 21 indicators.

18. D. Pavelchek, Student Readiness for Kindergarten: A Survey of Kindergarten Teachers in Washington State, Washington State University Social and Economic Research Center, 2005. Available at http://www.k12.wa.us/EarlyLearning/pubdocs/kindergartenpreparednesssurveyRept.doc.

19. L.J. Schweinhart, J. Montie, Z. Xiang, W.S. Barnett, C.R. Belfield & M. Nores (2005) Lifetime Effects: The High/Scope Perry Preschool Study Through Age 40, 2005.

20. 49.4% of students that go to a two-year college or 32% of students that go to any college must take remedial math classes before taking college level classes. Social and Economic Sciences Research Center: Washington State Graduate Follow-up Study, http://www.sesrc.wsu.edu/gfs/GFS_Reports/class_2004.asp.

21 Picus and Associates, An Evidence-Based Approach to School Finance Adequacy in Washington, Final Report, September 11, 2006.

22. Washington Learns scholarships are intended to cover the gap between other types of state or institutional financial aid for tuition and fees, and the actual amount of tuition and fees at an eligible institution. Eligible institutions are public or private colleges, universities and career schools in Washington that are already eligible to participate in the State Need Grant program.

23. For a brief review of these cases, see Appendix VII of the Washington Learns 2005 Interim Report, available at www.washingtonlearns.wa.gov.

24. Picus and Associates, An Evidence-Based Approach to School Finance Adequacy in Washington, Final Report, September 11, 2006.

WASHINGTON: 2002 STATE NEW ECONOMY INDEX

INDICATOR	RANK	SCORE
Overall	2	86.21
Aggregated Knowledge Jobs	5	13.24
Information Technology Jobs: *Employment in IT occupations in non-IT industries as share of total jobs*	2	2.8%
Managerial, Professional & Tech Jobs: *Managers, professionals & technicians as a share of total workforce*	14	27.7%
Workforce Education: *A weighted measure of the educational attainment of the workforce*	11	53.1
Education Level of the Manufacturing Workforce: *A weighted measure of the educational attainment of the manufacturing workforce*	6	1.53
Aggregated Globalization Score	9	11.35
Export Focus of Manufacturing: *Manufacturing export sales per manufacturing worker*	3	$82,911
Foreign Direct Investment: *Percentage of each state's workforce employed by foreign companies*	33	3.7%
Aggregated Economic Dynamism Scores	1	19.83
"Gazelle" Jobs: *Jobs in gazelle companies (annual sales revenue that has grown 20% or more for four straight years) as a share of total employment*	1	16.5%
Job Churning: *Number of new start-ups and business failures, combined, as a share of all establishments in each state*	10	21.3%
Initial Public Offerings: *A weighted measure of the value and number of initial public stock offerings of companies as a share of gross state product*	1	11.78
Aggregated Digital Economy Scores	3	13.64
Online Population: *Percentage of adults with Internet access in each state*	7	61.3%
Commercial Internet Domain Names: *The number of commercial Internet domain names (".com") per firm*	15	0.97
Technology in Schools: *A weighted measure of five factors measuring computer and Internet use in schools*	27	1.95
Digital Government: *A measure of the utilization of digital technologies in state government*	2	4.38
Online Agriculture: *A measure of the percentage of farmers with Internet access and who use computers for business*	10	3.90
Online Manufacturers: *The percentage of manufacturing establishments with Internet access*	19	87.0%
Broadband Telecommunications: *A measure of the use and deployment of broadband telecommunications infrastructure over telephone lines*	8	4.03
Aggregated Innovation Capacity	8	13.41
High-Tech Jobs: *Jobs in electronics manufacturing, software and computer-related services, telecommunications and biomedical as a share of total employment*	9	6.6%
Scientists and Engineers: *Civilian scientists and engineers as a percentage of the workforce*	11	0.59%
Patents: *Number of patents issued to companies or individuals per 1,000 workers*	9	1.03
Industry Investment in R&D: *Industry investment in research and development as a percentage of Gross State Product (GSP)*	11	2.25%
Venture Capital: *Venture capital invested as a percentage of GSP*	5	1.34%

PHOTO CREDITS

Page 18. Bill & Melinda Gates Foundation

Page 20. State Board for Community and Technical Colleges - Tacoma Community College

Page 23. Evergreen School District

Page 24. Educational Service District 122

Page 25. Evergreen School District

Page 27. Vancouver School District

Page 29. Evergreen School District

Page 31. Weldon Wilson - New Market Vocational Skills Center

Page 32. State Board for Community and Technical Colleges - North Seattle Community College

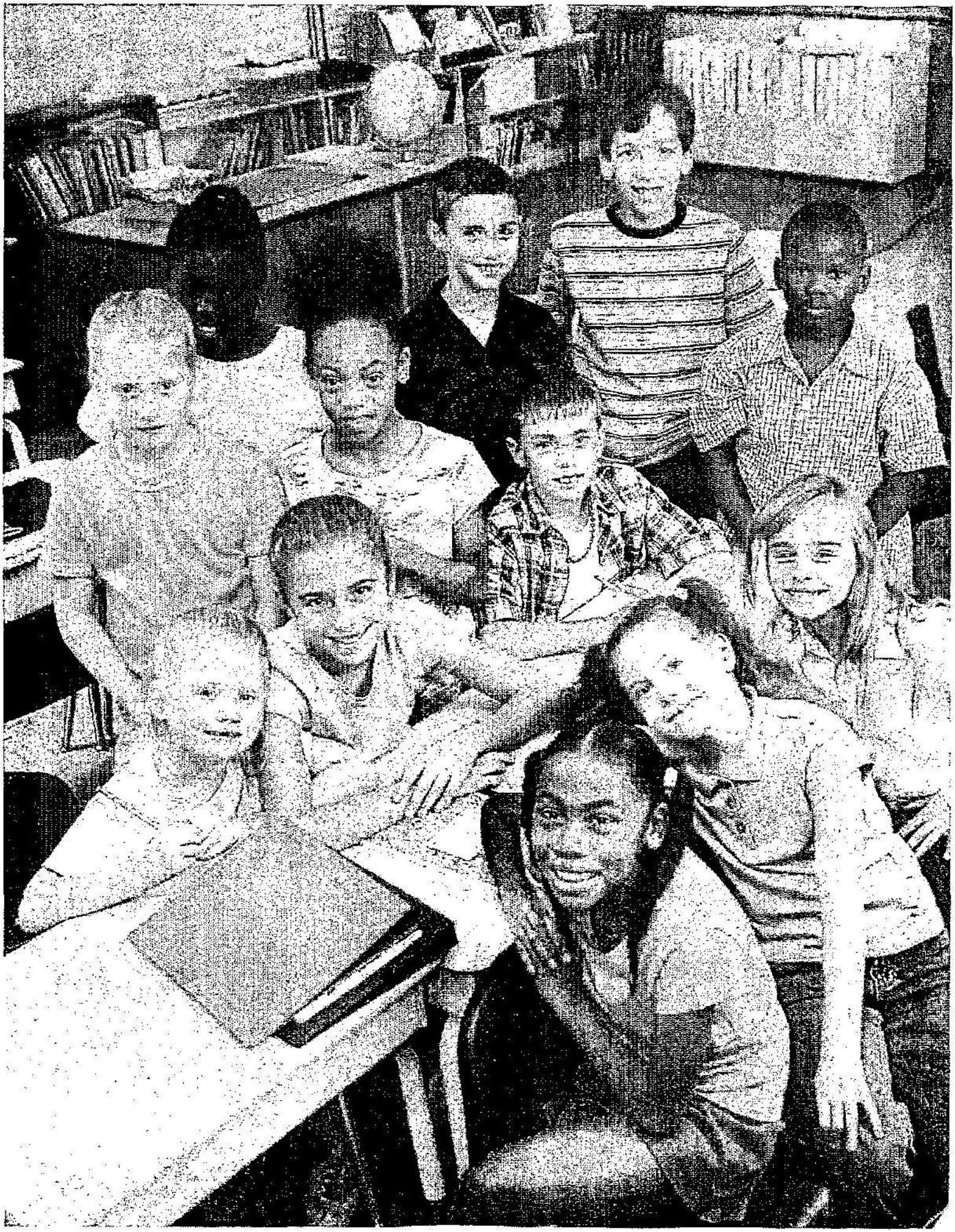
Page 36. Wenatchee Valley Community College Latino Agriculture Program

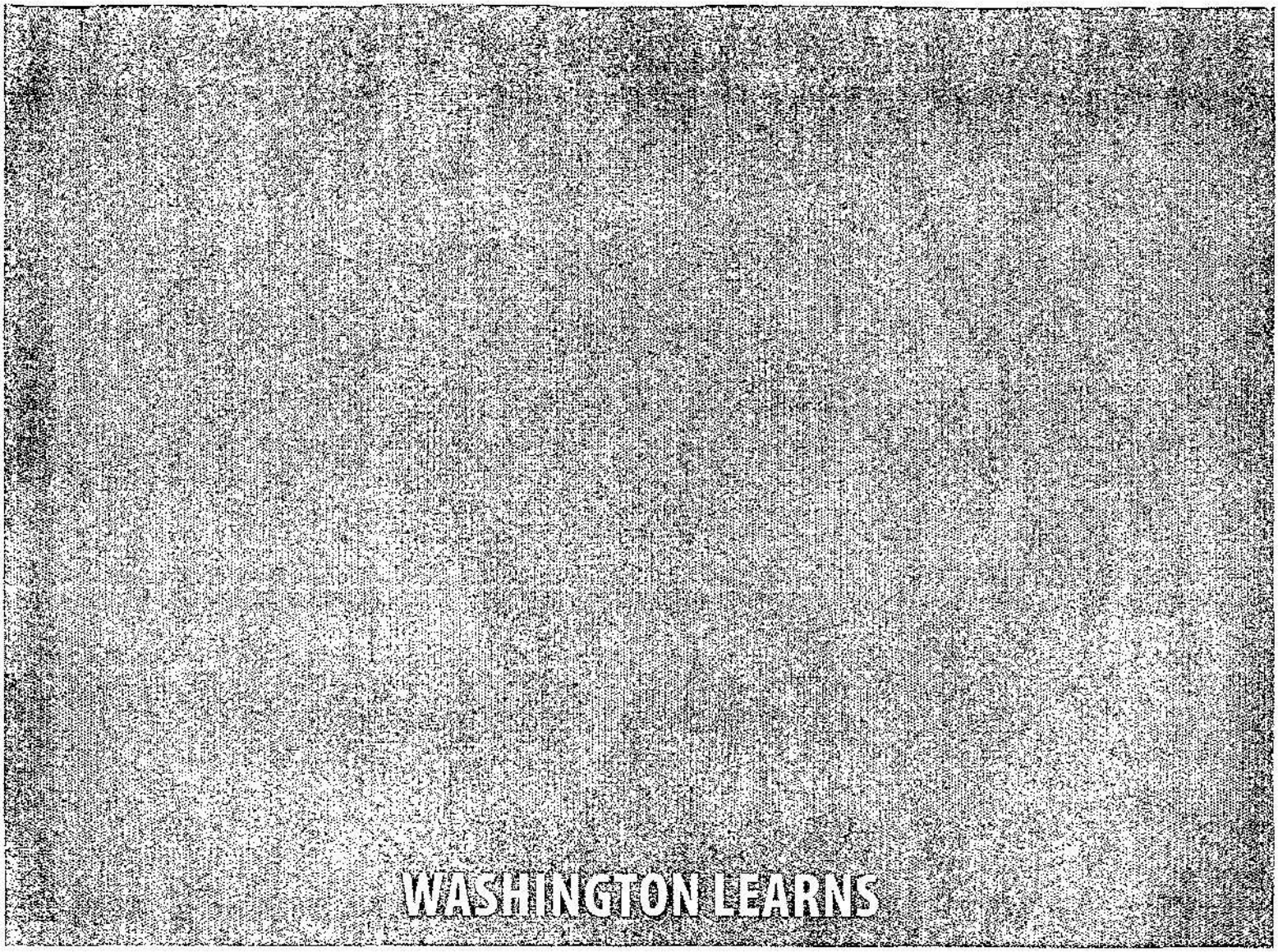
Page 37. Weldon Wilson - South Puget Sound Community College

Page 40. Evergreen School District

Page 42. State Board for Community and Technical Colleges - South Seattle Community College

Page 43. State Board for Community and Technical Colleges - South Seattle Community College





PO BOX 43113
OLYMPIA, WA 98504

www.washingtonlearns.wa.gov

Exhibit 8

RFP No. 06-800

"K-12 Funding Analysis for Washington State "

SCOPE OF WORK

As part of its requirements under the Washington Learns legislation, E2SSB 5441, the AGENCY wishes to contract for an **efficiency and adequacy analysis** of Washington State's K-12 finance system. In the enabling legislation for this effort, the Legislature found that:

> *More than a quarter of a century has passed since the current school finance system was first created, and the challenges facing our schools and students have grown and changed dramatically during that time.*

The legislation goes on to point out that education reform has led the state to impose new expectations and goals on its schools, teachers, and students. It is the expectation of the Washington Learns Steering Committee that this contract helps Washington develop a new **K-12 funding structure** that identifies first how best to distribute current dollars given the new expectations in K-12, and next whether additional funding is necessary to achieve Washington's standards.

The following scope identifies how the goals above should be pursued in this project.

Task 1: Financial Analysis

This report should include a financial analysis that addresses the unique context of Washington state K-12 education: our constitutional requirements, history of local control, achievement and graduation expectations, and student diversity. The financial analysis should be conducted using the **successful schools** model and **at least one other** nationally recognized approach: statistical methodology, evidence-based approach, and the professional judgment model.

- The **successful schools approach** estimates adequate funding levels by examining the expenditure patterns of schools currently meeting a definition of success.
- The **econometric or statistical methodology** is designed to explain factors that account for differences in spending while statistically controlling for student performance.
- The **evidence- or research-based approach** estimates adequate funding levels based on the published costs of implementing whole-school, systemic reform programs.
- The **professional judgment model** relies on educators to identify resources necessary to produce desired outcomes. School and district costs are calculated from market prices for identified resources.

The financial analyses shall include the following sub-tasks:

A. The Washington Learns Steering Committee shall assist the CONSULTANT in defining **the successful schools** criteria used for this financial analysis

B. In one of the analysis approaches, the CONSULTANT shall **identify the specific components** of the cost structure he/she is proposing. The specific components to be identified *must* detail adequate salary and benefit levels, and *should* include other assumptions, such as: extended learning, class size, professional development, etc.

C. The models should identify specific funding adjustments for **special education, bilingual students,** and **remedial** (Learning Assistance Program) populations that will enhance districts' ability to serve these students effectively and efficiently.

D. The models must consider options for adjustments to address **regional funding challenges.** (The CONSULTANT can build from a December 2000 AGENCY report on regional cost adjustments.)

E. The Washington Learns Steering Committee plans to address several other components of our K-12 delivery system in concurrent research projects. It is the intent of the AGENCY that the CONSULTANT work with and incorporate findings from these other concurrent research efforts as requested by the Washington Learns Steering Committee. Specifically, this will entail integrating work relating to the **strengths and weaknesses** of the current system, and an **educator compensation structure** that recognizes professional development, including the knowledge and skills to enhance student performance.

Note: The financial analysis will exclude pupil transportation funding, which is the subject of a current study by the Joint Legislative Audit and Review Committee, and will exclude capital costs.

Task 2: Additional Study Questions

This project shall identify change options to the current K-12 finance system to make it more efficient and effective, giving particular consideration to the impacts of the state's current allocation methodology and statutory or regulatory requirements. In addition to the basic financial analysis outlined above, additional questions to be addressed should include, but not be limited to, the following:

1. Are some districts using efficient and effective practices or programs now that are **transferable** and could produce savings and/or increased productivity in other districts across the state?

2. Would having fewer **categorical programs** that require separate accounting, planning and reporting improve school districts' abilities to serve all students more efficiently and effectively?

3. How would districts remain **accountable** for serving special student populations if the categorical programs are merged into more general funding streams?

4. What **grant-based programs** could be redesigned to reduce accounting and paperwork impacts and increase program stability and effectiveness?

5. What other financial **rules or regulations** could be removed from school districts to ease their requirements and assist them in focusing on student achievement?

Task 3: Report to Washington Learns

As required in statute, the work completed under this contract will include options to change the state's current K-12 finance system. The CONSULTANT will write and deliver a report to the Washington Learns steering committee describing these options. Where possible, the options presented should identify opportunities to scale or target services or investments in order to phase in over time any new expenditure. The CONSULTANT shall also include a discussion of any adverse impacts of each option presented.

The Washington Learns steering committee is required to submit a final report to the legislature by November 2006. The work conducted under this contract will be incorporated into the steering committee's final report. The CONSULTANT may be asked to present his or her work to the Washington Learns steering committee.

Note: Various state agencies and other organizations in Washington have recently completed reports addressing some or all of the topics identified in this scope of work. Additionally, the steering committee and advisory committees for Washington Learns are currently working to identify effective state programs. It is the AGENCY's intent that the CONSULTANT refer to and integrate this previous and on-going work, when appropriate. The AGENCY will provide access to relevant materials upon award of this contract.

Exhibit 9

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 5441

Chapter 496, Laws of 2005

59th Legislature
2005 Regular Session

COMPREHENSIVE EDUCATION STUDY STEERING COMMITTEE

EFFECTIVE DATE: 7/24/05

Passed by the Senate April 18, 2005
YEAS 32 NAYS 14

BRAD OWEN

President of the Senate

Passed by the House April 7, 2005
YEAS 76 NAYS 20

FRANK CHOPP

Speaker of the House of Representatives

Approved May 16, 2005.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 5441** as passed by the Senate and the House of Representatives on the dates hereon set forth.

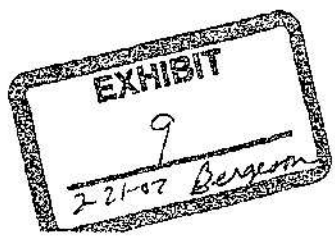
THOMAS HOEMANN

Secretary

FILED

May 16, 2005 - 3:01 p.m.

Secretary of State
State of Washington



ENGROSSED SECOND SUBSTITUTE SENATE BILL 5441

AS AMENDED BY THE HOUSE

Passed Legislature - 2005 Regular Session

State of Washington 59th Legislature 2005 Regular Session

By Senate Committee on Ways & Means (originally sponsored by Senators Weinstein, McAuliffe, Prentice, Kohl-Welles, Eide, Berkey, Poulsen, Keiser, Brown, Fraser, Shin, Haugen, Schmidt, Kline, Rockefeller, Spanel and Rasmussen; by request of Governor Gregoire)

READ FIRST TIME 02/28/05.

AN ACT Relating to studying early learning, K-12, and higher education; creating new sections; and providing an expiration date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Sec. 1. The legislature finds that:

(1) The early years mark the most extraordinary period of growth for young children. The state's role in providing access to early learning opportunities has never been consistently defined;

(2) More than a quarter of a century has passed since the current school finance system was first created, and the challenges facing our schools and students have grown and changed dramatically during that time. Policies have been established creating new expectations and goals for students under education reform;

(3) Demographic pressures and work force needs will continue to increase demand for access to postsecondary education and training. Public two-year and four-year institutions of higher education are also important avenues for programs such as adult basic education and English as a second language that are the foundation for employment and further education for an increasing number of people. Washington ranks thirty-third in the nation in the number of bachelor's degrees earned

per one thousand residents ages twenty through twenty-nine years, and will graduate the largest high school class in its history in 2008. Washington citizens deserve access to baccalaureate degree opportunities. Washington's public universities and colleges engage in research that contributes to the economic and social well-being of the state. Students have paid an increasing cost of their education with tuition growing faster than personal income or inflation; and

(4) Through a comprehensive study, the legislature will have solid information to determine how best to use its resources to create a strong education system that will provide an educated citizenry and a thriving economy in this state.

NEW SECTION. Sec. 2. (1) The comprehensive education study steering committee is created.

(2) Members of the steering committee shall include: The governor who shall chair the steering committee; the director of the office of financial management; two members from the house of representatives with one appointed by each major caucus; two members from the senate with one appointed by each major caucus; four citizens appointed by the governor; and the chairs of each of the three advisory committees created under subsection (3) of this section. The chair of the advisory committee on K-12 shall be the superintendent of public instruction. The chair of the advisory committee on early learning shall be the nongovernmental cochair of the Washington early learning council, created in Engrossed Second Substitute House Bill No. 1152. The chair of the advisory committee on higher education shall be selected by the governor from a list of three or more names submitted by the state board for community and technical colleges, the higher education coordinating board, and the council of presidents.

(3) The steering committee shall appoint the members of the advisory committee on K-12 and the advisory committee on higher education. In addition, the two major caucuses in the senate and the two major caucuses in the house of representatives shall each appoint one member to serve on the K-12 advisory committee and one member to serve on the higher education advisory committee. The Washington early learning council, created in Engrossed Second Substitute House Bill No. 1152, shall serve as the advisory committee on early learning.

(4) The steering committee shall receive staff and logistical support from the office of financial management.

(5) Nonlegislative members of the steering committee shall be reimbursed for travel expenses under RCW 43.03.050 and 43.03.060.

NEW SECTION. Sec. 3. (1) The steering committee:

(a) Shall direct and coordinate the studies created in this section. In conducting the studies, consideration shall be given to recently completed, related finance studies, with particular attention to those initiated by or completed at the request of the legislature;

(b) May enter into contracts as needed to support the work of the study;

(c) Shall develop recommendations based on the work of the studies in this section; and

(d) Shall develop recommendations about how the state can best provide stable funding for student learning for young children, students in the public schools, and students in the public colleges and universities.

(2) A comprehensive K-12 finance study shall include, but not be limited to:

(a) The constitutional and legal requirements underlying the current finance system and how those requirements are affected by the goal under education reform to provide all students with the opportunity to achieve the state standards;

(b) The strengths and weaknesses of the current state and local finance formulas and how those formulas are used by local school districts to meet state requirements and student learning goals;

(c) Information regarding remediation particularly in the subject areas of mathematics, science, and language arts;

(d) Potential changes to the current finance system including the methods of allocating funds, levels of funding, and how student achievement is affected;

(e) Reviewing the funding systems in at least five other states;

(f) Specific issues facing schools: Assuring program accountability; improving effectiveness in state-level governance; identifying efficiencies in district spending practices; providing programs that assist students in meeting standards; helping students

stay in school; impacts of the certification requirements for teachers; improving the effectiveness of English language learner instruction; and appropriate preparation requirements for paraeducators;

(g) Local and regional funding challenges faced by individual school districts throughout the state; and

(h) Potential changes to the current salary system that would be more closely related to professional development and enhancement of student performance.

(3) A comprehensive study of early learning shall include, but not be limited to:

(a) Defining the populations being served, those that could be served, and program access;

(b) Determining the state's role in supporting quality early learning opportunities;

(c) Determining the state's role in training persons providing services; and

(d) Providing for smooth transitions to K-12 programs.

(4) A comprehensive study of higher education shall include, but not be limited to:

(a) Options for creating a new funding system;

(b) The number and distribution of enrollments at two and four-year institutions of higher education needed to meet demographic and work force training needs;

(c) Methods for determining the cost of instruction in various program areas;

(d) Methods for developing common articulation of lower division work;

(e) The appropriate share of the cost of instruction that should be funded through tuition, general fund-state subsidies, and financial aid;

(f) Providing for smooth transitions from high school to college, including dual credit options and adequate preparation for college-level coursework;

(g) Identifying strategies and associated costs to increase opportunity for access to baccalaureate degrees at public institutions of higher education;

(h) Identifying incentives to optimize research conducted by public

universities and colleges that has the potential to stimulate the economy and address economic and social issues relevant to Washington citizens;

(i) Options for using existing capacity in independent colleges and universities;

(j) A review of higher education governance as it relates to fiscal policy for higher education; and

(k) Options for coordinating capital and operating appropriations.

(5) The steering committee shall provide interim reports to the appropriate fiscal and policy committees of the senate and the house of representatives by November 15, 2005, and June 16, 2006. These interim reports shall document ongoing work to-date, initial findings, and next steps. The November 15, 2005, interim report may recommend possible action items for consideration in the 2006 legislative session.

(6) The final report and recommendations of the steering committee shall be submitted to the legislature by November 15, 2006.

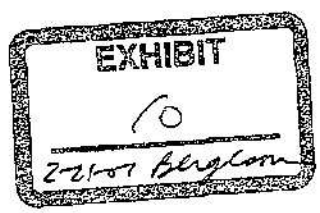
NEW SECTION. Sec. 4. This act expires July 1, 2007.

Passed by the Senate April 18, 2005.
Passed by the House April 7, 2005.
Approved by the Governor May 16, 2005.
Filed in Office of Secretary of State May 16, 2005.

Exhibit 10

Proposed 2007-2009 Budget

Recommendation Summaries



December 2006

Office of the Governor

Agency 350

Superintendent of Public Instruction

Recommendation Summary

Dollars in Thousands

	Annual FTEs	General Fund State	Other Funds	Total Funds
2005-07 Expenditure Authority	280.6	11,098,768	2,194,307	13,293,075
Total Maintenance Level	276.2	12,021,323	2,688,545	14,709,868
Difference	(4.4)	922,555	494,238	1,416,793
Percent Change from Current Biennium	(1.6)%	8.3%	22.5%	10.7%
Performance Changes				
Move National Board Bonus to Compensation				
Increase National Board Bonus		5,481		5,481
National Board Bonus-Challenging School		2,000		2,000
Secondary Math/Science Professional Development			30,517	30,517
Elementary Math/Science Professional Development			8,936	8,936
Washington Youth Academy		564	1	565
Special Education Funding		60,500	(1,210)	59,290
Federal Medicaid Policy Change		2,400		2,400
Safety Net Support	2.0	513		513
Maintain Breakfast Program		1,507		1,507
Simple Majority Levy Equal Impact #		811		811
Professional Educator Standards Board	1.0	192		192
Increase Number of Math/Science Teachers #	1.0	6,594		6,594
State Board of Education	1.0	801		801
Statewide Professional Certification Assessment Development	1.0	434		434
After School Math Programs			400	400
All Day Kindergarten Phase In		41,551		41,551
Middle and High School Math and Science		90,155		90,155
Math and Science Instruction Coaches	1.5		5,369	5,369
K-3 Demonstration Projects			9,455	9,455
International Math Standards		100		100
Applied Math/Science/Engineering	1.0	282		282
Move LASER/Pacific Science Center to Education Reform				
Expand LASER		12,052		12,052
Health Career Academies			1,000	1,000
English Language Learners			1,345	1,345
College Readiness Test for 11th Graders		675		675
Leadership Academy		1,300		1,300
District Financial Health	1.0	1,786		1,786
Teacher Salary Equity		45,285	86	45,371
Administrator Salary Equity		4,031	9	4,040
Classified Salary Equity		10,597	19	10,616
Math/Science Regional Support		5,480		5,480
PAS for 12th Grade		12,068		12,068

KINDERGARTEN THROUGH GRADE 12 EDUCATION

	Annual FTEs	General Fund State	Other Funds	Total Funds
Science Standards & Curriculum	5.0	3,328		3,328
Health Benefit Rate Increase		66,418	127	66,545
Revise Pension Gain-Sharing #		(93,088)	(84)	(93,172)
Nonrepresented Staff Health Benefit		191	136	327
Nonrepresented Staff Salary Change		1,893	1,365	3,258
Subtotal	14.5	285,901	57,471	343,372
Total Proposed Budget	290.7	12,307,224	2,746,016	15,053,240
Difference	10.1	1,208,456	551,709	1,760,165
Percent Change from Current Biennium	3.6%	10.9%	25.1%	13.2%
Total Proposed Budget by Activity				
Administration	61.5	18,615	4,630	23,245
Assessment	30.5	42,275	16,813	59,088
Audit and Management Resolution	5.0	358	434	792
Bilingual Education	5.1	135,558	50,725	186,283
Certification	28.9	8,312	757	9,069
Community Learning Centers	.6	1,000	19,864	20,864
Curriculum and Instruction - Programs	2.5	23,634	847	24,481
Curriculum and Instruction - State Coordination	33.4	13,177	38,531	51,708
Educational Service Districts		8,063	74	8,137
Food Distribution for Child Care	10.2		106,651	106,651
General Apportionment		9,488,147	74,612	9,562,759
Highly Capable Student Education	1.4	15,211	5,306	20,517
Institutional Education	.9	41,092	379	41,471
K20 Network Technology Support	3.5	3,878		3,878
Learning Assistance	4.6	198,748	383,327	582,075
Local Effort Assistance		410,258		410,258
National Board for Professional Teaching Standards		22,768		22,768
Other Grants		500		500
Professional Development	9.7	16,468	146,341	162,809
Professional Educator Standards Board	5.5	1,776	76	1,852
Readiness to Learn	1.6	48,882	19,567	68,449
Research	1.3	125	43	168
School Business Services	10.9	5,397	26	5,423
School Food Services	14.6	15,044	321,226	336,270
School Improvement	8.7	13,577	61,091	74,668
Special Education	28.8	1,164,046	453,175	1,617,221
State Board of Education	6.0	1,776		1,776
Student Achievement Fund			868,499	868,499
Student Health	6.2	6,098	11,912	18,010
Student Safety	4.4	809	10,539	11,348
Student Transportation	4.0	555,239		555,239
Vocational Student Leadership	1.0	476	1,000	1,476
Other Statewide Adjustments		45,917	149,571	195,488
Total Proposed Budget	290.7	12,307,224	2,746,016	15,053,240